# JAPANESE Free BUSY PEOPLE

An all-new edition of the all-time best-selling textbook



Romanized VERSION

Association for Japanese-Language Teaching

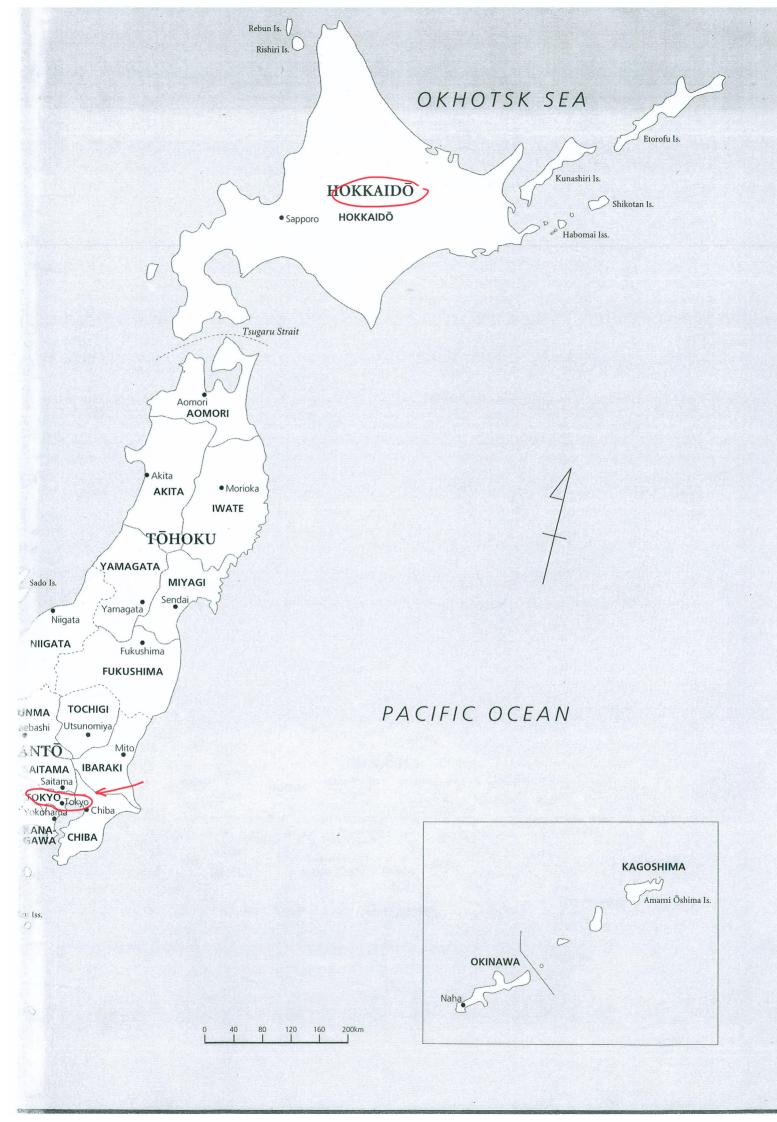
AJALI

### MAP OF JAPAN

### JAPAN SEA

~ Take Is.





## JAPANESE FOR Revised 3rd Edition BUSY PEOPLE

**Romanized Version** 

Association for Japanese-Language Teaching **AJALT** 

The Association for Japanese-Language Teaching (AJALT) was recognized as a nonprofit organization by the Ministry of Education in 1977. It was established to meet the practical needs of people who are not necessarily specialists on Japan but who wish to communicate effectively in Japanese. In 1992 AJALT was awarded the Japan Foundation Special Prize. AJALT maintains a website at www.ajalt.org, through which they can be contacted with questions regarding this book or any of their other publications.

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### PREFACE TO THE REVISED 3<sup>RD</sup> EDITION

The new *Japanese for Busy People* is made up of three volumes: Book I (available in both romanized and *kana* editions), Book II, and Book III. *Japanese for Busy People I* was first published in 1984. It was based on materials used by AJALT teachers with more than ten years of experience teaching Japanese at every level from beginning to advanced.

The series was first revised in 1994, when *Japanese for Busy People II* was divided into two volumes, Book II and Book III. Only a minimum number of modifications were made to Book I at that time. This 3<sup>rd</sup> Edition, then, constitutes the first major revision of Book I. It involves a wide variety of changes, including the adoption of a unit-based structure, notes about Japanese culture, new and expanded exercises, and updated dialogues. The authors have made every effort to apply the results of the most recent research in Japanese-language education to ensure that learners acquire a clearer understanding of the situations in which Japanese is actually used, and gain increased confidence in their communicative abilities.

It is our fervent hope that this book will inspire people to learn more about Japan and the Japanese language.

### Acknowledgments for Japanese for Busy people I (1st edition, 1984)

Compilation of this textbook has been a cooperative endeavor, and we deeply appreciate the collective efforts and individual contributions of Mss. Sachiko Adachi, Nori Ando, Haruko Matsui, Shigeko Miyazaki, Sachiko Okaniwa, Terumi Sawada, and Yuriko Yobuko. For English translations and editorial assistance, we wish to thank Ms. Dorothy Britton.

### Acknowledgments for Japanese for Busy People I, Revised Edition (1994)

We would like to express our gratitude to the following people: Mss. Haruko Matsui, Junko Shinada, Keiko Ito, Mikiko Ochiai, and Satoko Mizoguchi.

### Acknowledgments for Japanese for Busy People I, Revised 3rd Edition

Six AJALT teachers have written this textbook. They are Mss. Yoko Hattori, Sakae Tanabe, Izumi Sawa, Motoko Iwamoto, Shigeyo Tsutsui, and Takako Kobayashi. They were assisted by Ms. Reiko Sawane.

### INTRODUCTION

### **Aims**

This first volume of *Japanese for Busy People*, *Revised 3<sup>rd</sup> Edition* has been developed to meet the needs of busy beginning learners seeking an effective method of acquiring a natural command of spoken Japanese in a limited amount of time. The book is suitable for both those studying with a teacher and those studying on their own. In order to minimize the burden on busy learners, the vocabulary and grammar items presented have been narrowed down to about a third of those introduced in a typical first-year course. However, the textbook is set up so that learners can use the material they have learned right away in conversations with speakers of Japanese. In other words, *Japanese for Busy People I* is a textbook for learning "survival Japanese."

Despite this, Japanese for Busy People I does not present simple, childish Japanese. That is, we do not focus on mere grammatical correctness. Instead, we place our emphasis on conversational patterns that actually occur. Thus, by studying with this book, learners will acquire the most essential language patterns for everyday life, and be able to express their intentions in uncomplicated adult-level Japanese. They will also start to build a basis for favorable relations with the people around them by talking about themselves and their surroundings and circumstances, and asking about those of others.

This book is intended for beginners, but it can also provide a firm foundation for more advanced study. Learners can acquire a general idea of the nature of the Japanese language as they study the dialogues and notes in it. For this reason, *Japanese for Busy People I* is suitable as a review text for those who already know a certain amount of Japanese but want to confirm that they are using the language correctly.

### Major features of Japanese for Busy People I, Revised 3rd Edition

In this newly revised version of *Japanese for Busy People I*, we have made the following modifications to ensure that those studying Japanese for the first time will have an enjoyable and effective learning experience.

Adoption of a unit structure. The content of the thirty lessons that made up the previous editions of Japanese for Busy People I has been reedited into eleven units, each consisting of two or three lessons linked by a single theme. The reason for this new design is that we believe learning sociocultural information, linguistic information, and communication strategies in an interrelated way is important for producing natural and appropriate Japanese.

Culture notes. We have placed culture notes at the beginning of each unit. These notes describe Japanese customs and events, as well as features of Japan itself. Here our intention is to get learners interested in the lives and customs of the Japanese people, in order to increase their desire to learn Japanese and deepen their understanding of it. We hope that as readers come into contact with the social and cultural information presented in these notes, they will gain an awareness of cultural diversity and acquire specific mental images of the themes introduced in the units.

Practice. In this section we have drawn on our classroom experience as well as recent thinking in Japanese-language education to reconstruct and revise the exercises to emphasize both language production and comprehension. Recognizing the importance of vocabulary acquisition at the beginning stages, for example, we have added a "Word Power" subsection that presents the major vocabulary that forms the basis for learning in the lesson. Here we have taken great pains with the presentation of the vocabulary, grouping similar items together to make them easier for learners to memorize. In addition, we have stated and highlighted in italics the intention of each exercise so that learners can understand it at a glance. The exercises themselves incorporate drawings, charts, tables, and other illustrations that we hope will make for a stimulating learning experience. Finally, we have added brief listening exercises to each lesson.

Other features. A 70-minute CD containing the Target Dialogues, Word Power sections, listening exercises, and Short Dialogues is attached to the inside back cover of this book. Additional features of this textbook include profiles of the characters who appear in it and an expanded contents page that lets learners see at a glance the goals to be achieved in each unit. We have also added quizzes every few units, so that learners can consolidate their understanding of recently introduced language.

### The structure of the unit

A unit is made up of a culture note, a page on grammar, and two or three lessons. The culture notes are designed to stimulate interest in the themes of each unit and help learners construct a mental image of what they are going to learn. The grammar page, appearing right after the culture note, provides simple explanations of the basic grammatical items introduced in the unit. To the extent possible, the explanations here do not cover knowledge or information beyond that which pertains to the usage of the grammatical items in the unit.

The twenty-five lessons in Book I are each composed of the following four elements:

Target Dialogue. The Target Dialogues, which appear at the beginning of each lesson, indicate specifically what kinds of things the learner will be able to talk about after studying the lesson. We have limited these dialogues to practical expressions and grammatical items necessary for everyday conversation. Vocabulary lists, as well as notes that explain particularly difficult expressions, accompany the dialogues.

*Practice.* The Practice section consists of Word Power, Key Sentences, and Exercises. Word Power introduces basic vocabulary that learners should memorize before moving on to the other exercises. The words in this section are introduced with the aid of illustrations and charts, and all are available on the CD. The Key Sentences demonstrate the grammatical items from the lesson by using them in simple sentences. Finally, the Exercises consist of five different types of practice activities:

- (1) Exercises that consist of repeating vocabulary or the conjugations of verbs or adjectives.
- Basic sentence-pattern exercises that aim to help learners comprehend the sentence structures of Japanese and gain an idea of their meanings.
- (3) Substitution drills and drills in the form of dialogues that lead to conversation practice.
- (4) Conversation practice created with an awareness of the situations and circumstances in which Japanese is actually used.



Listening exercises in which learners listen to the CD and answer questions about what they hear.

Practicing exercise types (1), (2), and (3) allows learners to make a smooth transition to type (4), the conversation practice, and finally to move on to the Target Dialogue.

Short Dialogue(s). These are relatively short conversations that demonstrate helpful expressions, ways of getting people's attention, and ways of acknowledging what people have said. Like the Target Dialogues, they are often accompanied by notes that explain points to be aware of when using certain phrases and expressions.

Active Communication. This section, coming at the very end of the lesson, presents one or two tasks for which the learners themselves select the vocabulary, grammar, and expressions they need from the material in the lesson and use them in actual situations or classroom-based communication activities.

### Using Japanese for Busy People I

We recommend the following methods of use, both for those who use *Japanese for Busy People I* as teachers and for self-taught learners. Materials should be adapted flexibly, depending on the learner's circumstances, but as a rule it should take about sixty hours to finish *Japanese for Busy People I*. We suggest learners proceed through the lessons as follows, with each lesson taking about two hours.

### CULTURE NOTE GRAMMAR LESSON

This section touches on the social and cultural background of the themes covered in the unit and is meant to expand the learner's awareness of the material to be learned.

This page is an overview of the grammatical concepts introduced in the unit. One should read it to get an idea of the kinds of grammatical items one will be learning in the unit.

TARGET DIALOGUE

The Target Dialogue demonstrates what one will be able to say after finishing the lesson. Read the text of the dialogue while listening to the CD, and then scan the text to check the meaning against the English translation. It is important that one not get bogged down in the dialogue at this stage, since one will return to it at the end of the lesson (see below), after completing the Exercises.

PRACTICE
WORD POWER

This is a warm-up exercise. Learners should listen to the CD and practice pronouncing the words until they have memorized them. English translations of the words appear in a gray box at the bottom of the page.

KEY SENTENCES

Learners can gain an understanding of the lesson's grammatical structures by memorizing these useful sentences. New vocabulary items appear in a gray box at the bottom of the page.

EXERCISES

Here, learners absorb the lesson's grammatical structures through exercises that ask one to apply them. The exercises usually begin with vocabulary repetition or conjugation practice, then move on to tasks in which one is asked to make up sentences or dialogues and, finally, to full-fledged conversation reenactment. The last exercise, recorded on the CD, is intended to help learners hone their listening skills.



One should thoroughly practice these short dialogues that contain handy, frequently used expressions. If one practices them so thoroughly that they begin to come naturally, one will be able to use them in a variety of situations.

The Target Dialogue is the culmination of one's study of the lesson. After learners have finished the exercises, they should return to the Target Dialogue and practice it.

If the learner is in an environment that allows him or her to perform linguistic tasks, he or she should test himself or herself with the challenges presented here.

### Introducing the characters

The following characters feature in this textbook. Since they often appear in the exercises, it is a good idea to remember their names, faces, and relationships.



Mike Smith (32 years old), an American, is an attorney for ABC Foods. He is single.



Mei Chan (30 years old) is from Hong Kong. She works in ABC Foods' sales department. She is single.



Frank Green (56 years old), an American, is the president of the Tokyo branch of ABC Foods. He lives in Tokyo with his wife.



Keiko Sasaki (53 years old), a Japanese, is the department manager of ABC Foods' sales department. She is married.



Akira Kato (46 years old), a Japanese, is the section chief of ABC Foods' sales department. He is married.



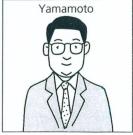
Mayumi Nakamura (26 years old), a Japanese, works as a secretary to Ms. Sasaki. She is single.



Daisuke Suzuki (24 years old), a Japanese, is a member of ABC Foods' sales staff. He is single.



Shingo Takahashi (48 years old), a Japanese, works for Nozomi Department Store, where he is the division chief of the sales department. His wife's name is Junko.



Ichiro Yamamoto (45 years old), a Japanese, is the president of the Kyoto branch of ABC Foods.

In addition to the above, the following people also appear in this book: Hideo Ogawa (male, 49 years old, a friend of Mr. Green), Taro Yamada (male, a banker and a friend of Mr. Smith), and Ayako Matsui (female, the Greens' next-door neighbor).

### WRITING AND PRONUNCIATION

There are three writing systems in Japanese:

- 1. *Kanji*: Chinese characters as used to represent words of both Chinese and native-Japanese origin, most of which have at least two readings.
- 2. Hiragana: A phonetic syllabary. The symbols are curvilinear in style.
- 3. *Katakana*: Another syllabary used primarily for foreign names and words of foreign origin. The symbols are made up of straight lines.

Written Japanese normally makes use of all three of these systems, as in the following example:

"I am going to Canada." 私 は カナダ に 行 きます。 Watashi wa Kanada ni i kimasu. kanji hiragana は に きます katakana カナダ

Besides these three systems, Japanese is sometimes written in *romaji* (roman letters), particularly for the convenience of foreigners. *Romaji* is generally used in teaching conversational Japanese when time is limited. There are various ways of romanizing Japanese, but in this book we use the modified Hepburn system.

### Hiragana, katakana and romaji

The kana to the left are hiragana; katakana are in parentheses.

I. Basic syllables: vowel, consonant plus vowel, and n

CV	a あ(ア)	i い(イ)	u う(ウ)	e え(エ)	。 お (オ)
k	ka か (カ)	ki き (キ)	ku く (ク)	ke け(ケ)	ko こ (コ)
S	sa さ (サ)	shi し(シ)	su す (ス)	se せ(セ)	so そ(ソ)
t	ta た(タ)	chi ち (チ)	tsuっ(ツ)	te て (テ)	to と(ト)
n	na な (ナ)	ni に (二)	nu ぬ (ヌ)	ne ね(ネ)	no の (ノ)
h	ha は(ハ)	hi ひ(ヒ)	fu ふ(フ)	he ^ (^)	ho ほ (ホ)
m	ma ま (マ)	mi み(ミ)	mu む (ム)	me め (メ)	mo も (モ)
у	ya や (ヤ)	[i い(イ)]	yu ゆ (ユ)	[e え(エ)]	yo よ (ヨ)
r	ra ら (ラ)	ri り(リ)	ru る (ル)	re れ(レ)	ro ろ (ロ)
W	wa わ (ワ)	[i い(イ)]	[u う(ウ)]	[e え(エ)]	o を(ヲ)
n	_ ん(ン)				v

NOTE: The syllables yi, ye, wi, wu, and we do not occur in modern Japanese.

II. Modified syllables: consonant plus basic vowel

g	ga が (ガ)	gi ぎ(ギ)	gu ぐ (グ)	ge げ (ゲ)	go ご (ゴ)
Z	za ざ (ザ)	ji じ(ジ)	zu ず (ズ)	ze ぜ(ゼ)	zo ぞ (ゾ)
d	da だ (ダ)	ji ぢ(ヂ)	zu づ (ヅ)	de で (デ)	do ど(ド)
b	ba ば (バ)	bi び(ビ)	bu ぶ (ブ)	be べ(べ)	bo ぼ (ボ)
р	pa ぱ(パ)	pi ぴ(ピ)	pu ぷ(プ)	ре ~ (~)	po ぽ (ポ)

III. Modified syllables: consonant plus ya, yu, yo

kya きゃ (キャ)	kyu きゅ(キュ)	kyo きょ(キョ)
sha しゃ(シャ)	shu しゅ(シュ)	sho しょ(ショ)
cha ちゃ (チャ)	chu ちゅ(チュ)	cho ちょ(チョ)
nya にゃ (ニャ)	nyu にゅ(ニュ)	. nyo にょ (ニョ) ·
hya ひゃ(ヒャ)	hyu ひゅ (ヒュ)	hyo ひょ (ヒョ)
mya みゃ(ミャ)	myu みゅ(ミュ)	myo みょ (ミョ)
rya りゃ(リャ)	ryu りゅ (リュ)	ryo りょ (リョ)
gya ぎゃ(ギャ)	gyu ぎゅ(ギュ)	gyo ぎょ(ギョ)
ja じゃ (シャ)	ju じゅ (ジュ)	jo じょ (ジョ)
bya びゃ(ビャ)	byu びゅ(ビュ)	byo びょ(ビョ)
pya ぴゃ(ピャ)	pyu ぴゅ(ピュ)	pyo ぴょ (ピョ)

IV. Double consonants (See note 6 on next page.)

kk, pp, ss, tt	っ (ツ)	
----------------	-------	--

### V. Long vowels

ā	ああ	(アー)
ii, ī	( )( )	(イー)
ū	うう	(ウー)
ē, ei	ええ、えい	(エー)
ō	おう、おお	(オー)

### Points to note

The top line of the Japanese syllabary (chart I) consists of the five vowels a, i, u, e, and
 o. They are short vowels, pronounced clearly and crisply. If you pronounce the vowels
 in the following English sentence, making them all short, you will have their approximate sounds. The u is pronounced without rounding the lips.

Ah, we soon get old.

- 2. Long vowels are written as shown in chart V. Both **ē** and **ei** are used for an elongated **e**, which in Japanese is either ええ or えい. Long vowels are a doubling of a single vowel, so care should be taken to pronounce them as a continuous sound, equal in value to two identical short vowels.
- 3. The rest of the syllabary from the second line down in chart I are syllables formed by a consonant and a vowel.
- 4. Japanese consonants more or less resemble those in English. Listen to the Japanese recorded on the attached CD, or to a native speaker, for the exact sounds. Especially note the following: *t* in the **ta** row, *f* in the syllable **fu**, and *r* in the **ra** row. The *g* in the syllables **ga**, **gi**, **gu**, **ge**, and **go** at the beginning of a word is hard (like the [g] in *garden*), but when it occurs in the middle or last syllable of a word (as in **eiga**, "movie"), it takes on a nasal sound, like the [g] in *thing*. The particle **ga**, too, is usually nasal, although many Japanese today use a [g] sound that is not nasal.

**N** is the only independent consonant not combined with a vowel. When it is at the end of a word, it is pronounced somewhat nasally. Otherwise it is usually pronounced like the English [n]. But if **n** is followed by syllables beginning with *b*, *m*, or *p*, it is pronounced more like [m] and accordingly spelled with an *m* in this textbook (except for when it appears before a hyphen, e.g., **nan-ban** not **nam-ban**). Special care is necessary when **n** is followed by a vowel, as in the word **kin'en** (**ki-n-en**, "nonsmoking"); note that this is different in syllable division from **kinen** (**ki-ne-n**, "anniversary").

- 5. *Hiragana* and *katakana* are phonetic symbols, and each symbol is one syllable in length. The syllables in chart III that consist of two characters—the second written smaller—are also only one syllable in length, although if elongated by the addition of a vowel (i.e., きゃあ kyā, きゅう kyū, きょう kyō) they become two syllables.
- 6. What are written in roman letters as the double consonants **kk**, **pp**, **ss**, and **tt** in chart IV are expressed in *kana* (*hiragana* and *katakana*) with a small っ (ッ) in place of the first consonant, i.e., けっこん **kekkon** ("marriage"), きっぷ **kippu** ("ticket"), まっすぐ **massugu** ("straight"), and きって **kitte** ("stamp"). This small っ is one syllable in length, and there is the slightest pause after it is pronounced (as between the *k*'s in *bookkeeping*). In the case of the **chi** syllable, the **tsu** is represented by a *t* in roman letters, i.e., マッチ **matchi** ("match").
- 7. In *hiragana*, the syllables **ji** and **zu** are written U and U as a general rule. In a few rare cases they are traditionally written U and U.
- 8. *Hiragana* follows a tradition in which the following three particles are written a special way:
  - $oldsymbol{o}$  when used as a particle is written を, not お.
  - **e** when used as a particle is written  $\uparrow$ , not  $\grave{\lambda}$ .
  - wa when used as a particle is written は, not わ.

### **CHARACTERISTICS OF JAPANESE GRAMMAR**

The grammar in this text is derived from a natural analysis of the Japanese language, rather than being an interpretation adapted to the syntax of Western languages. We have given as few technical terms as possible, choosing ones that will make for a smooth transition from the basic level to more advanced study.

The following points are basic and in most cases reflect differences between the grammars of Japanese and English.

- 1. Japanese nouns have neither gender nor number. But plurals of certain words can be expressed by the use of suffixes.
- 2. The verb (or the copula **desu**) comes at the end of the sentence or clause.
  - ex. Watashi wa Nihon-jin desu. "I am a Japanese."

    Watashi wa Kyōto ni ikimasu. "I go (or will go) to Kyoto."
- 3. The gender, number, or person of the subject does not affect the other parts of the sentence.
- 4. Verb conjugation shows only two tenses, the "present form" and the "past form." Whether use of the "present form" refers to habitual action or the future, and whether the "past form" is equivalent to the English past tense, present perfect, or past perfect can usually be determined from the context.
- 5. Japanese adjectives, unlike English ones, inflect for tense (present and past) and mood (for example, to show whether the word is negative).
- 6. The grammatical function of nouns is indicated by particles. Their role is similar to English prepositions, but since they always come after the word, they are sometimes referred to as *postpositions*.
  - ex. **Tōkyō de**, "at Tokyo" **15-nichi ni**, "on the 15th (of the month)"
- 7. Many degrees of politeness are expressible in Japanese. In this book the style is one that anyone may use without being rude.

**NOTE:** The following abbreviations are used in this book:

aff. affirmative neg. negative

Aa: answer, affirmative

An: answer, negative

ex. example -i adj. -i adjective

-na adj. -na adjective

### **USEFUL DAILY EXPRESSIONS**

- 1. おはようございます。**Ohayō gozaimasu.** "Good morning." Used until about 10:00 a.m.
- 2. こんにちは。**Konnichiwa.** "Hello." A rather informal greeting used from about 10:00 a.m. until sundown.
- 3. こんばんは。Kombanwa. "Good evening."
- 4. おやすみなさい。**Oyasuminasai.** "Good night." Said at night before going to bed and when parting at night during late hours outside the home.
- 5. さようなら。Sayōnara. "Good-bye." On more formal occasions one uses shitsureishimasu.
- 6. では/じゃ また。**Dewa/Ja mata.** "Well then . . ." Said informally when parting from relatives or friends.
- 7. おさきに しつれいします。**O-sakini shitsureishimasu.** Said when leaving the office or a meeting before other people.
- 8. いってらっしゃい。**Itterasshai.** "So long." (*lit.*, "Go and come back.") Said to members of a household as they leave the house. Occasionally it is used at work.
- 9. いってきます。**Ittekimasu.** "So long." (*lit.*, "[I'm] going and coming back.") This expression forms a pair with **itterasshai**. (See 8 above.) Occasionally it is used at work. A politer form is **ittemairimasu**.
- 10. ただいま。**Tadaima.** "I'm back." (*lit.*, "[I have returned] just now.") Said by a person on returning home. Occasionally it is used at work.
- 11. おかえりなさい。Okaerinasai. "Welcome home." This expression forms a pair with tadaima. (See 10 above.) Occasionally it is used at work.
- 12. いただきます。**Itadakimasu.** Said before eating a meal.
- 13. ごちそうさまでした。**Gochisōsamadeshita.** Said after eating a meal.
- 14. おめでとうございます。Omedetō gozaimasu. "Congratulations."
- 15. どうも ありがとうございます。**Dōmo arigatō gozaimasu.** "Thank you very much."
- 16. どういたしまして。**Dō itashimashite.** "You're welcome."
- 17. すみません。**Sumimasen.** "Excuse me," "I'm sorry."
- 18. ちょっと まってください。**Chotto matte kudasai.** "Wait just a moment, please."
- 19. もう いちど おねがいします。**Mō ichi-do onegaishimasu.** "Once more, please."
- 20. どうぞ おさきに。Dōzo o-sakini. "Please, go ahead."
- 21. きをつけて。**Ki o tsukete.** "Take care," "Be careful."
- 22. おだいじに。O-daijini. "Take care of yourself." Used toward an ill or injured person.



In Japan, people bow rather than shake hands, hug, or kiss, when they meet for the first time. A typical bow is performed with both feet together, the hands flat on the thighs (for men) or crossed in front (for women), and the torso inclined at a 15- to 45-degree angle. The eyes remain open during the bow, and the bowing person's line of sight moves with his or her torso rather than staying fixed on the other person. Generally, the deeper and slower the bow, the politer it is. Bowing properly is essential to making a good first impression, so we recommend practicing it until you become comfortable with it.

### UNIT GRAMMAR

### **Identifying People and Things**

noun 1 wa noun 2 desu

ex. Gurei-san wa bengoshi desu. "Mr. Grey is an attorney."

■ The particle wa—the topic marker

**Wa** ("as for . . .") follows noun 1, singling it out as the "topic" of the sentence. Noun 2 is then identified, and the phrase is concluded with **desu**. The topic is the person or thing that the sentence is about. The topic is often the same as the subject but not necessarily.

noun 1 wa noun 2 desu ka Hai, (noun 1 wa) noun 2 desu lie, (noun 1 wa) noun 2 dewa/ja arimasen

ex. Gurei-san wa bengoshi desu ka. "Is Mr. Grey an attorney?" Hai, bengoshi desu. "Yes, (he) is an attorney." lie, bengoshi dewa arimasen. "No, (he) isn't an attorney."

■ The particle **ka**—the question marker

It is easy to make questions in Japanese. Simply place the particle **ka** at the end of the sentence. No change in word order is required even when the question contains interrogatives like "who," "what," "when," etc.

**NOTE:** Intonation normally rises on ka, i.e., ... desu ka.  $\mathcal{I}$ 

### ■ Hai/lie

Hai is virtually the same as "yes," and iie is virtually the same as "no."

Omission of the topic (noun 1)

When it is obvious to the other person what the topic is, it is generally omitted.

ex. (Watashi wa) Gurei desu. "(As for me) I'm Grey."

But when it is necessary to make clear what the topic is, it is not omitted.

ex. Kochira wa Gurei-san desu. "This is Mr. Grey."

Often the topic is omitted in answers to questions.

ex. Gurei-san wa bengoshi desu ka. "Is Mr. Grey an attorney?" Hai, bengoshi desu. "Yes, (he) is an attorney." lie, bengoshi dewa arimasen. "No, (he) isn't an attorney."

### ■ Dewa/Ja arimasen

**Dewa arimasen** or **ja arimasen** is the negative form of **desu**. **Ja** is more informal than **dewa**; otherwise they are the same. The chart below summarizes the forms of **desu**.

PRESENT FORM		PAST FORM		
aff.	neg.	aff.	neg.	
desu	dewa arimasen	deshita	dewa arimasendeshita	
is	is not	was	was not	

### INTRODUCTIONS



### **TARGET DIALOGUE**

Ms. Sasaki introduces Mr. Smith to Mr. Takahashi.

ささき:たかはしさん、こちらは スミスさんです。

スミスさんは ABCフーズの べんごしです。

スミス:はじめまして。スミスです。よろしく おねがいします。

たかはし:はじめまして。のぞみデパートのたかはしです。

よろしくおねがいします。

Sasaki: Takahashi-san, kochira wa Sumisu-san desu. Sumisu-san wa ABC Fūzu no

bengoshi desu.

Sumisu: Hajimemashite. Sumisu desu. Yoroshiku onegaishimasu.

Takahashi: Hajimemashite. Nozomi Depāto no Takahashi desu. Yoroshiku onegaishimasu.

Sasaki: Mr. Takahashi, this is Mr. Smith. Mr. Smith is an attorney with ABC Foods.

Smith: How do you do. My name is Smith. Pleased to meet you.

Takahashi: How do you do. I'm Takahashi from Nozomi Department Store. Pleased to meet you.

### VOCABULARY

~さん こちら

11

です

ABCフーズ 0

べんごし

はじめまして

よろしく おねがいします yoroshiku onegaishimasu のぞみデパート

デパート

-san

kochira

wa

desu

ABC Fūzu

no

bengoshi

hajimemashite

Nozomi Depāto

depāto

Mr., Mrs., Ms., Miss (see Note 1 below)

this one (polite for "this person"; see Note 2 below)

(particle that denotes the topic of a sentence)

ABC Foods (fictitious company name)

's, of (particle indicating belonging; see Note 4 below)

attorney, lawyer

how do you do

pleased to meet you (see Note 5 below)

Nozomi Department Store (fictitious company name)

department store

### NOTES

### 1. Takahashi-san

-San is a title of respect added to a person's name, so it cannot be used after one's own name. -San may be used with both male and female names, and with either surnames or given names.

### 2. Kochira wa Sumisu-san desu.

Kochira ("this one") implies "this person here" and is a polite way of saying "this person." It is used when introducing one person to another.

3. (Watashi wa) Sumisu desu.

Especially in conversational Japanese, watashi ("I") is hardly ever used. Anata ("you") is similarly avoided, especially when addressing superiors, in which case the person's surname followed by -san is used.

4. Nozomi Depāto no Takahashi desu.

The particle **no** attaches to nouns, and the noun-**no** combination modifies the word that comes after it. No expresses belonging or affiliation. Here it shows that Mr. Takahashi belongs to, in the sense that he works for, Nozomi Department Store. Japanese customarily give their company name and position when being introduced.

5. Yoroshiku onegaishimasu.

A phrase used when being introduced, yoroshiku onegaishimasu is usually combined with hajimemashite. It is also used when taking one's leave after having asked a favor. Yoroshiku means "well" and is a request for the other person's favorable consideration in the future.

### **PRACTICE**

### WORD POWER



I. Countries and nationalities:



- 1. Nihon
- 5. Amerika
- 6. Ōsutoraria
- 9. Chūgoku-jin
- 13. Ōsutoraria-jin

14. Tai-jin

- 2. Chūgoku
- 7. Tai
- 10. Doitsu-jin 11. Igirisu-jin

- 3. Doitsu 4. Igirisu
- 8. Nihon-jin
- 12. Amerika-jin

Nihon

Japan

Chūgoku

China

Doitsu

Germany

Igirisu

the United Kingdom

Amerika

the United States

Ōsutoraria Australia

Tai

Thailand

-jin

-ese, -ian (person from)

### II. Occupations:









1. bengoshi

2. hisho

3. gakusei

4. enjinia

### **KEY SENTENCES**

- 1. (Watashi wa) Sumisu desu.
- 2. Sumisu-san wa ABC Fūzu no bengoshi desu.
- 3. Kochira wa Nozomi Depāto no Takahashi-san desu.
- 1. I am Smith.
- 2. Mr. Smith is an attorney with ABC Foods.
- 3. This is Mr. Takahashi from Nozomi Department Store.

### **EXERCISES**



I. Make up sentences following the patterns of the examples. Substitute the underlined words with the words in parentheses.



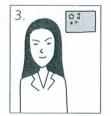
Mr. Smith, attorney



Ms. Hoffman, engineer



Ms. Brown, secretary



Ms. Lin, student



Mr. Takahashi

### A. State someone's nationality.

- ex. Sumisu-san wa Amerika-jin desu.
- 1. (Hofuman-san, Doitsu-jin)
- 2. (Buraun-san, Igirisu-jin)
- 3. (Rin-san, Chūgoku-jin)
- 4. (Takahashi-san, Nihon-jin)

B. State someone's occupation.

		ex	Sumisu-san wa bengoshi desu.	
		1.	-	(Hofuman-san, enjinia)
	II.	Ma wi	ake up dialogues following the patterns of the exa th the words in parentheses.	amples. Substitute the underlined words
	Α.	As	k and answer what someone's nationality is.	
			A: <u>Sumisu-san</u> wa <u>Amerika-jin</u> desu ka. B: <u>Hai, Amerika-jin</u> desu.	
		1.	A:	(Hofuman-san, Doitsu-jin)
			B:	
		2.	A:	(Buraun-san, Igirisu-jin)
			B:	(Igirisu-jin)
		3.	A:	(Rin-san, Chūgoku-jin)
			B:	(Chūgoku-jin)
		4.	A:	(Takahashi-san, Nihon-jin)
			B:	
	R	A sk	and answer what someone's occupation is.	
	υ.		A: Sumisu-san wa enjinia desu ka. B: lie. Bengoshi desu.	
		1.	A:	(Ruraun-san)
			B:	
		2.	A:	
			B:	
	C	Ask	and answer whether someone is of one nationality/o	ccupation or another
		ex.	A: <u>Sumisu-san</u> wa <u>Amerika-jin</u> desu ka, <u>Igirisu</u> B: <u>Amerika-jin</u> desu.	
		1.	A:	(Takahashi-san, Nihon-jin, Chūgoku-jin)
			B:	
OCABULARY	ka		(particle that denotes question)	
	hai		VOS	

iie no

	2.	A:	(Buraun-san, Igirisu-jin, Doitsu-jin)			
		B:	(Igirisu-jin)			
	3.	A:	(Hofuman-san, enjinia, bengoshi)			
		B:	(enginia)			
.		<b>spond to a self-introduction</b> . Make up dialogues following the roles indicated in parentheses.	g the pattern of the example, assum-			
	ex.	Sumisu: Hajimemashite. ABC Fūzu no Sumisu desi anata: Hajimemashite. <u>Berurin Mōtāzu</u> no <u>Hofu</u> masu.				
	1.	Sumisu:				
		anata: (Rondon C	Ginkō, Buraun)			
	2.	Sumisu:	<i></i>			
		anata: (Nozomi I	Depāto, Takahashi)			
IV		eroduce people. Look at the illustrations and pretend your ner, as in the example.	u are B. Introduce A and C to each			
e	κ. Δ ( )	B C 1. A B C	2. A B C			
Δ			A: Nozomi Depāto,			
		ofuman-san Buraun-san BC Fūzu, Sumisu-san C: Tōkyō Daigaku, Rin-san	Takahashi-san C: Berurin Mōtāzu, Hofuman-san			
	ex. B: Kochira wa Berurin Mōtāzu no Hofuman-san desu. Kochira wa ABC Fūzu no Sumisu-san desu.					
	1.	B:				
	2.	B:				
V	V. Listen to the CD and fill in the blank based on the information you hear.					
		Sumisu-san wade	PSU.			

### **SHORT DIALOGUES**



I. At the reception desk of a company:

Sumisu: ABC Fūzu no Sumisu desu. Takahashi-san o onegaishimasu.

uketsuke: Hai.

Smith: I'm Smith from ABC Foods. (I'd like to see) Mr. Takahashi, please.

receptionist: All right.

VOCABULARY

)

(particle; see Note 1 below)

onegaishimasu

please (get me . . .)

uketsuke

reception desk, receptionist

II. The buzzer on a home security intercom system sounds.

Chan:

Hai. Donata desu ka.

Nakamura:

Nakamura desu.

Chan:

Hai, dōzo.

Chan:

Yes? Who is it?

Nakamura:

It's Nakamura.

Chan:

All right. Please (come in).

VOCABULARY

donata

who

hai, dōzo

please go ahead, please feel free

### NOTES

1. Takahashi-san o onegaishimasu.

Use "(person) o onegaishimasu" when asking a receptionist to summon somebody you want to see. Onegaishimasu is a very convenient phrase often used in making polite requests.

### 2. Donata

The basic word for "who" is dare, but donata is more polite.

### 3. Hai, dōzo.

This expression is used when granting a visitor permission to enter a room or an office. It can also be used when handing over something that another person has asked for.

Active Armunication

- 1. Introduce yourself to a classmate. Then introduce two classmates to each other.
- 2. If you're in Japan, try introducing yourself to a Japanese person. State who you are and what your occupation is.

### **EXCHANGING BUSINESS CARDS**

### TARGET DIALOGUE

Mr. Takahashi gives Mr. Smith his business card. Mr. Smith cannot read kanji.

たかはし:わたしの めいしです。どうぞ。

スミス:どうも ありがとうございます。(flipping over Takahashi's business

card to examine the other side) これは たかはしさんの なまえ

ですか。

たかはし:ええ、そうです。たかはし しんごです。

スミス:これは?

たかはし:かいしゃの なまえです。のぞみデパートです。

Takahashi: Watashi no meishi desu. Dōzo.

Sumisu: Dōmo arigatō gozaimasu. (flipping over Takahashi's business card to examine

the other side) Kore wa Takahashi-san no namae desu ka.

Takahashi: Ee, sō desu. Takahashi Shingo desu.

Sumisu: Kore wa?

Takahashi: Kaisha no namae desu. Nozomi Depāto desu.

Takahashi: This is my business card. Here.

Smith: Thank you very much. Is this your name?

Takahashi: Yes that's right. It's Shingo Takahashi.

Smith: What about this?

Takahashi: It's the name of (my) company. It's "Nozomi Department Store."

### VOCABULARY

わたしの watashi no

めいし どうぞ

どうも ありがとうございます

- th.

なまえ ええ

そうです これは?

かいしゃ

meishi

dōzo

domo arigato gozaimasu

kore namae

ee sō desu kore wa?

kaisha

mv

business card

please; if you please

thank you very much

this one name

yes (less formal than hai)

that's right what about this?

company, the office

### NOTES

1. (Kore wa) watashi no meishi desu.

Watashi no meishi means "my business card." The particle no here expresses possession.

This is an expression of gratitude. There are several levels of politeness in Japanese, and domo argato gozaimasu is an example of the most polite level. More casual are, in descending order or politeness, arigatō gozaimasu, dōmo arigatō, and arigatō.

3. Kore wa Takahashi-san no namae desu ka.

Note that although addressing Mr. Takahashi, Mr. Smith uses his name rather than saying anata no, "your." (See Note 3, p. 4.)

4. Sō desu.

When replying to questions that end with desu ka, so can be used instead of repeating the noun.

5. Kore wa?

A rising intonation on the particle wa makes this informal phrase a question without using the question marker ka.

### PRACTICE

### WORD POWER •



I. Numbers:

3 6 hachi kyū/ku von/shi roku nana/ zero/rei ichi san qo shichi

II. Business vocabulary:

(1) のぞみデパート

②高橋真吾

③ 東京都港区虎ノ門 3-25-2

(4) (03) 3459-9620\*

(5) s.takahashi@nozomidpt.com

Nozomi Department Store

Shingo Takahashi

3–25–2 Toranomon, Minato-ku, Tokyo (03) 3459-9620

E-MAIL: s.takahashi@nozomidpt.com

1. meishi

4. denwa-bangō

2. namae

5. mēru-adoresu

3. jūsho

\*The area code for Tokyo is 03. When saying a phone number aloud, put **no** between the area code (e.g., 03) and the exchange, and between the exchange and the last four numbers. The phone number here is pronounced zero-san no san-yon-go-kyū no kyū-roku-ni-zero.

**NOTE**: The 0 used in telephone numbers is pronounced **zero** instead of **rei**.

VOCABULARY

meishi namae

jūsho

name address

business card

denwa-bangō

denwa

bangō

telephone number

telephone number e-mail address

10

mēru-adoresu



- 1. keitai
- 2. kasa
- 3. **hon**
- 4. shimbun
- 5. kagi
- 6. tokei

### **KEY SENTENCES** \*\*

- 1. Kore wa meishi desu.
- 2. Kore wa meishi dewa arimasen.
- 3. Kore wa Sasaki-san no kasa desu.
- 4. Takahashi-san no denwa-bangō wa 03-3459-9620 desu.
- 1. This is a business card.
- 2. This is not a business card.
- 3. This is Ms. Sasaki's umbrella.
- 4. Mr. Takahashi's telephone number is 03-3459-9620.

newspaper

### EXERCISES —

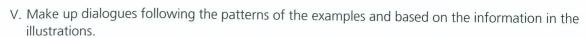


I. Make up sentences following the patterns of the examples. Substitute the underlined words with the words in parentheses.

Α	State what an object is.	
6	ex. Kore wa hon desu.	
1	1	(kagi)
2	2	(tokei)
В. 5	State what an object is not.	
	ex. Kore wa hon dewa arimasen.	
1		
2		(tokei)
II. N	Make up dialogues following the patterns of the examples and based on t lustrations.	he information in the
ex.		3.
A. <i>A</i>	sk and answer whether an object is what it appears to be.	
	A: Kore wa <u>shimbun</u> desu ka. B: Hai, <u>shimbun</u> desu.	
1.	A:	
	B:	
2.	A:	
2	B:	
3.		
	B:	
3. <b>Ne</b>	egate the identity of an object.	
ex.	A: Kore wa <u>hon</u> desu ka. B: lie, <u>hon</u> dewa arimasen.	
1.	A: Kore wa kasa desu ka.	

2		A: Kore wa tokei desu ka.
		B:
3		A: Kore wa kagi desu ka.
		B:
	_	
		and answer what an object is. Look at the illustrations and make up dialogues following the tern of the example.
ex.,	_	1. (2. (3. (
(	'	
	<i>)</i>	
(1		
e.	Χ.	A: Kore wa nan desu ka.
		B: Shimbun desu.
1		A:
		B:
2		A:
		B:
3		A:
		B:
N / O		( 1 1 C Mala and and following the matter of the common and
		te who the owner of an object is. Make up sentences following the pattern of the example and sed on the information in the illustrations.
ex.		1. 2. 3.
SL	ım	nisu (Li) (O)
\		Nakamura Katō Sasaki
e.	Χ.	Kore wa Sumisu-san no hon desu.
1		
2		
-		













- $\ \, A. \ \, \textit{Ask and answer whether an object belongs to someone.} \\$ 
  - ex. A: Kore wa <u>Sasaki-san</u> no <u>kasa</u> desu ka. B: Hai, Sasaki-san no desu.

	1.	A:
		B:
	2.	A:
		B:
	3.	A:
		B:
В.	De	ny that an object belongs to someone.
	ex.	A: Kore wa Nakamura-san no kasa desu ka. B: lie, <u>Nakamura-san no</u> dewa arimasen.
	1.	A: Kore wa Sasaki-san no hon desu ka.
		B:
	2.	A: Kore wa Chan-san no kagi desu ka.
		B:
	3.	A: Kore wa Sumisu-san no keitai desu ka.
		B:
С.	Ask	and answer who an object's owner is.
	ex.	A: Kore wa dare no <u>kasa</u> desu ka. B: <u>Sasaki-san no</u> desu.
	1.	A:
		B:
		A:
		_

С.

Han	B:	
Han	-	
Haa		
Hee		
. USE	e the information in	the table to make up sentences or dialogues as in the examples.
į	NAME	TELEPHONE NUMBER
	Sumisu	03-3459-9660
	Sasaki	03-3298-7748
2.	taishikan	03-3225-1116
	ginkō	03-5690-3111
4.	Takahashi	03-3459-9620
0.	1 7	,
Sta	te someone's phone r	umber.
ex.	Sumisu-san no de	enwa-bangō wa zero-san no san-yon-go-kyū no kyū-roku-ro
	zero desu.	
1		
2		
2		
٥		
4		
1		
Ask	for and provide som	eone's phone number.
		denwa-bangō wa nan-ban desu ka.
	B: Zero-san no sar	-yon-go-kyū no kyū-roku-roku-zero desu.
1.	A:	
	B:	
2	Δ.	
۷.	/ V	
	B.	
	υ	
3.	۸.	
٥.	H	
	D.	
	R;	

В.





- VII. *Talk about who an object's owner is.* Make up dialogues following the pattern of the example. Substitute the underlined words with the words in parentheses.
  - ex. Ms. Nakamura is cleaning up the meeting room after a meeting. Mr. Smith comes into the room.

Sumisu: Kore wa Nakamura-san no hon desu ka.

Nakamura: (looking at the book) lie, watashi no dewa arimasen.

Sumisu: Dare no <u>hon</u> desu ka. Nakamura: Chan-san no desu.

١.	Sumisu:	 (KaSa)
	Nakamura:	
	Sumisu:	(kasa)
	Nakamura:	
2.	Sumisu:	(kagi)
	Nakamura:	
	Sumisu:	(kagi)
	Nakamura:	
3.	Sumisu:-	(keitai)
	Nakamura:	
	Sumisu:	 (keitai)
	Nakamura:	



VIII. Listen to the CD and fill in the blank based on the information you hear.

Sumisu-san no denwa-bangō wa ......desu

### SHORT DIALOGUES



I. After Mr. Takahashi leaves the room, Mr. Smith finds a datebook on the sofa.

Kore wa Nakamura-san no techō desu ka.

Nakamura: lie, watashi no dewa arimasen.

Sumisu: Dare no desu ka.

Ms. Nakamura notices the name "Takahashi" on the datebook, so she runs after him.

Nakamura: Kore wa Takahashi-san no techō desu ka. Takahashi: Ee, sõ desu. Dõmo arigatõ gozaimasu.

Smith:

Ms. Nakamura, is this your datebook?

Nakamura: No, it's not mine.

Smith:

Whose is it?

Nakamura: Is this your datebook, Mr. Takahashi?

Takahashi: Yes, it is. Thank you very much.

VOCABULARY

techō

datebook, small notebook, planner

II. Ms. Chan meets Mrs. Matsui at a party and asks her for her telephone number.

Chan: Matsui-san no denwa-bango wa nan-ban desu ka. Matsui: 03-3459-9630 desu. Keitai wa 090-1234-5678 desu.

Sumimasen. Mõ ichi-do onegaishimasu.

What is your phone number, Mrs. Matsui?

Matsui: It's 03-3459-9630. My mobile phone number is 090-1234-5678.

Chan:

I'm sorry, could you repeat that?

VOCABULARY

sumimasen

I'm sorry

mō ichi-do onegaishimasu

one more time, please

mō ichi-do

one more time

mō

more

ichi-do

one time

ve

- 1. Ask the people around you what their phone numbers are and make a list.
- 2. If you're in Japan, ask an employee of a restaurant or store what the establishment's phone number is.



Japan is a shopper's paradise. From large and lavish department stores to small, hole-in-the-wall establishments in shopping arcades, the country abounds with shops. For the most part, price labels are attached to goods, although sometimes when the prices are not given or are written in *kanji* it is necessary to ask how much an item costs. Salesclerks are generally polite and helpful; upon entering a store or restaurant, a customer will almost always be greeted. The greeting is *irasshaimase*!

# UNIT GRAMMAR

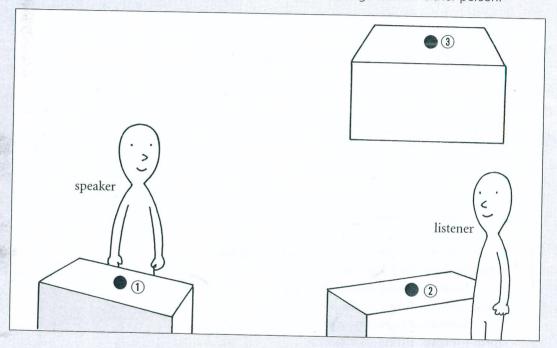
# **Pronouns and Noun Modifiers**

kore/sore/are wa noun desu

ex. Kore wa hon desu. "This is a book."

#### ■ Kore/Sore/Are

Whereas English has only "this" and "that," Japanese has three separate demonstrative pronouns: **kore**, **sore**, and **are**. **Kore** (see ① below) indicates something near the speaker, **sore** (see ② below) something near the listener, and **are** (see ③ below) something not near either person.



kono/sono/ano noun 1 wa noun 2 desu

ex. Kono hon wa watashi no desu. "This book is mine."

# ■ Kono/Sono/Ano

Kono, sono, and ano have similar meanings to kore, sore, and are, but they modify nouns.

# ASKING ABOUT BUSINESS HOURS



# **TARGET DIALOGUE**

Mr. Smith goes to the department store, but it isn't open yet.

スミス: すみません、いま なんじですか。

おんなの ひと:9じ50ぷんです。

スミス:デパートは なんじからですか。

おんなの ひと:10じからです。

スミス: なんじまでですか。

おんなの ひと:ごご 8じまでです。

スミス:ありがとうございます。

おんなの ひと:どういたしまして。

■デパートは 10じから 8じまでです。

Sumisu: Sumimasen, ima nan-ji desu ka.

onna no hito: Ku-ji gojuppun desu.

Sumisu: Depāto wa nan-ji kara desu ka.

onna no hito: Jū-ji kara desu.

Sumisu: Nan-ji made desu ka.

onna no hito: Gogo hachi-ji made desu.

Sumisu: Arigatō gozaimasu.

onna no hito: Do itashimashite.

■ Depāto wa jū-ji kara hachi-ji made desu.

Smith: Excuse me. What time is it?

woman: It's 9:50.

Smith: What time does the department store open?

woman: It opens at 10:00.

Smith: Until what time is it open?

woman: It's open till 8:00 p.m.

Smith: Thank you.

woman: You're welcome.

■ The department store is open from 10:00 to 8:00.

VOCABULARY

すみませんいま

sumimasen

excuse me

now

なんじ ~じ おんなの ひと おんな ひと 9じ 50ぷん 50 ~ふん/ぷん から 10じ まご ごご

どういたしまして

nan-ji
-ji
onna no hito
onna
hito
ku-ji
gojuppun/gojippun
gojū
-fun/-pun
kara
jū-ji
made

female, woman
person
nine o'clock
fifty minutes
fifty
minute
from (particle)
ten o'clock
until (particle)
p.m., in the afternoon
eight o'clock
you're welcome; don't mention it

what time

woman

o'clock (counter)

#### NOTES

318

1. (Depāto wa) jū-ji kara desu./(Depāto wa) gogo hachi-ji made desu.

gogo

hachi-ji

dō itashimashite

When stating the hours that a business is open, use the "noun 1 wa noun 2 desu" pattern. However, if the topic of the sentence is clear from the context, it may be omitted, as it has been here. (See "Omission of the topic (noun 1)" in Unit 1 Grammar, p. 2.) The time the business opens is followed by kara, and the time that it closes is followed by made.

# PRACTICE

## **WORD POWER**



I. Services and activities:



1. depāto

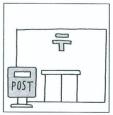


2. sūpā

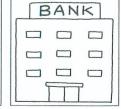


3. resutoran

ginkō



4. yūbinkyoku



5. ginkō











6. shigoto

7. kaigi

8. hiru-yasumi

9. **pātī** 

10. **eiga** 

100 hyaku

# II. Numbers:

10	jū	20	nijū	30	sanjū
11	jūichi	21	nijūichi	40	yonjū
12	jūni	22	nijūni	50	gojū
13	jūsan	23	nijūsan	60	rokujū
14	jūyon/jūshi	24	nijūyon/nijūshi	70	nanajū
15	jūgo	25	nijūgo	80	hachijū
16	jūroku	26	nijūroku	90	kyūjū
17	jūnana/ jūshichi	27	nijūnana/ nijūshichi		
18	jūhachi	28	nijūhachi		
19	jūku/jūkyū	29	nijūku/nijūkyū		

# III. Times:

1:00	ichi-ji	3:05	san-ji go-fun	3:10	san-ji juppun
2:00	ni-ji	3:15	san-ji jūgo-fun	3:20	san-ji nijuppun
3:00	san-ji	3:25	san-ji nijūgo-fun	3:30	san-ji sanjuppun/san-ji han
4:00	yo-ji	3:35	san-ji sanjūgo-fun	3:40	san-ji yonjuppun
5:00	go-ji	3:45	san-ji yonjūgo-fun	3:50	san-ji gojuppun
6:00	roku-ji	3:55	san-ji gojūgo-fun		
7:00	shichi-ji				
8:00	hachi-ji			4:00 a	.m. <b>gozen yo-ji</b>
9:00	ku-ji			9:00 p	.m. <b>gogo ku-ji</b>
10:00	jū-ji				
11:00	jūichi-ji				
12:00	jūni-ji				

**NOTE:** Hours and minutes are romanized here, but throughout the rest of the book they are spelled with numerals, e.g., **1-ji** for "1:00," **10-ji 20-pun** for "10:20," etc.

shigoto
kaigi
hiru-yasumi
hiru
yasumi

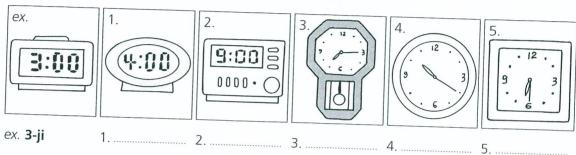
# KEY SENTENCES -

- 1. Ima 3-ji desu.
- 2. Shigoto wa 9-ji kara 5-ji made desu.
- 1. It's 3:00.
- 2. Work is from 9:00 to 5:00.

# **EXERCISES**



I. State the time. Practice telling the times indicated below.





- II. Ask and give the time. Make up dialogues following the pattern of the example. Substitute the underlined word with the times indicated in exercise I.
  - ex. A: Ima nan-ji desu ka. B: 3-ji desu.

1.	A:		
	B:		
2.	A:		
	D.		
	В		
3	Λ.		
٥.	Α		
	D.		
	D		
1	۸٠		
⊣.	A		
	D		
	D		
		***************************************	
5	۸٠		
J.	A		
	B:		
	U		



III. Make up sentences following the patterns of the examples. Substitute the under with the alternatives given.	erlined word(s)
A. State a department store's opening time.	
ex. Depāto wa <u>10-ji</u> kara desu.	
1	(9:00)
2	(11:00)
B. State what time work will finish.	
ex. Shigoto wa <u>5-ji</u> made desu.	
1	(7:00)
2	(6:30)
C. State what work hours are, from what time until what time.	
ex. Shigoto wa <u>9-ji</u> kara <u>5-ji</u> made desu.	
1	(9:30, 6:00)
2	(10:00, 7:00)
<b>L</b> .	
IV. Make up dialogues following the patterns of the examples. Substitute the und with the alternatives given.	derlined words
IV. Make up dialogues following the patterns of the examples. Substitute the unc	derlined words
IV. Make up dialogues following the patterns of the examples. Substitute the und with the alternatives given.	derlined words
<ul> <li>IV. Make up dialogues following the patterns of the examples. Substitute the und with the alternatives given.</li> <li>A. Ask and answer what time a business will open.</li> <li>ex. A: Ginkō wa nan-ji kara desu ka.</li> </ul>	
<ul> <li>IV. Make up dialogues following the patterns of the examples. Substitute the und with the alternatives given.</li> <li>A. Ask and answer what time a business will open.</li> <li>ex. A: Ginkō wa nan-ji kara desu ka.</li> <li>B: 9-ji kara desu.</li> </ul>	. (sūpā)
<ul> <li>IV. Make up dialogues following the patterns of the examples. Substitute the und with the alternatives given.</li> <li>A. Ask and answer what time a business will open.</li> <li>ex. A: Ginkō wa nan-ji kara desu ka.</li> <li>B: 9-ji kara desu.</li> <li>1. A:</li> </ul>	. (sūpā) . (11:00)
<ul> <li>IV. Make up dialogues following the patterns of the examples. Substitute the und with the alternatives given.</li> <li>A. Ask and answer what time a business will open.</li> <li>ex. A: Ginkō wa nan-ji kara desu ka.</li> <li>B: 9-ji kara desu.</li> <li>B:</li> </ul>	. (sūpā) . (11:00) . (yūbinkyoku)

1. A: (resutoran)

2. A: (kaigi)

B. Ask and answer what time something will end or close.

ex. A: Pātī wa nan-ji made desu ka. B: Gogo 9-ji made desu.



C	Ask	and	answer	what	an	event's	hours	are
		*****	VIII VIV	rritere	un	CVCIIIS	HUUIS	ule.

ex. A: Kaigi wa nan-ji kara nan-ji made desu ka.

B: 1-ji kara 3-ji made desu.

1.	A:	(hiru-yasumi)
	B:	(12:30, 1:30)
2.	A:	(eiga)
	B:	(4:15, 6:30)



- V. Find out when a service will begin or when a facility will open. Make up dialogues following the pattern of the example. Substitute the underlined words with the alternatives given.
  - ex. Mr. Smith is at a resort hotel. He asks the front desk when meals are served and when the hotel's facilities open.

Sumisu: Sumimasen. Asa-gohan wa nan-ji kara desu ka.

furonto: 7-ji kara desu. Sumisu: Domo arigato.

1.	Sumisu:	(ban-gohan
	furonto:	(6:00)
	Sumisu:	
2.	Sumisu:	(pūru)
	furonto:	(8:00 a.m.)
	Sumisu:	
3.	Sumisu:	(jimu)
	furonto:	(9:00 a.m.)
	Sumisu:	



VI. Listen to the CD and fill in the blank based on the information you hear.

gohan

asa

ban

# SHORT DIALOGUE



Ms. Sasaki wants to call the London branch of her company.

Nakamura-san, ima nan-ji desu ka. Sasaki:

Nakamura: 4-ji han desu.

Rondon wa ima nan-ji desu ka. Sasaki:

Nakamura: Gozen 8-ji han desu.

Sasaki:

Sō desu ka. Dōmo arigatō.

Sasaki:

Ms. Nakamura, what time is it?

Nakamura: It's 4:30.

Sasaki:

What time is it in London?

Nakamura: It's 8:30 in the morning.

Sasaki:

Is that so? Thank you very much.

VOCABULARY

sõ desu ka

I see

#### NOTES

#### 1. Sō desu ka.

This expression, meaning "I see" or "is that so?" is used as a comment on what someone else has said. It is spoken with falling intonation.

- 1. Ask someone for the time.
- 2. If you're in Japan, try asking for the business hours of a restaurant or other facilities you are interested in.



# **TARGET DIALOGUE**

Mr. Smith is shopping in a department store.

みせの ひと:いらっしゃいませ。

スミス:(pointing)それを みせてください。

みせの ひと:はい、どうぞ。

スミス:ありがとう。これはいくらですか。

みせの ひと:3,000 えんです。

スミス: (pointing) それは いくらですか。

みせの ひと:これも 3,000 えんです。

スミス:じゃ、それをください。

みせの ひと:はい、ありがとうございます。

mise no hito: Irasshaimase.

Sumisu: (pointing) Sore o misete kudasai.

mise no hito: Hai, dōzo.

Sumisu: Arigatō. Kore wa ikura desu ka.

mise no hito: Sanzen-en desu.

Sumisu: (pointing) Sore wa ikura desu ka.

mise no hito: Kore mo sanzen-en desu.

Sumisu: Ja, sore o kudasai.

mise no hito: Hai, arigatō gozaimasu.

salesperson: May I help you?

Smith: Please show me that one.

salesperson: Yes, here it is.

Smith: Thank you. How much is this?

salesperson: It's 3,000 yen.

Smith: How much is that one?

salesperson: This is also 3,000 yen.

Smith: I'll take that one, then.

salesperson: All right. Thank you.

#### VOCABULARY

2H

いらっしゃいませ

それ

みせてください

いくら

mise

irasshaimase

sore

misete kudasai

ikura

shop, store, restaurant

may I help you?, welcome

that one

please show me

how much

3,000えん	sanzen-en	3,000 yen
~えん	-en	yen
ŧ	mo	also, too, either (particle)
じゃ	ja	well then
ください	kudasai	please give me

## NOTES

#### 1. Sore o misete kudasai.

When you want to take a closer look at an item in a store, use "(something) o misete kudasai" ("please show me . . . ").

#### 2. Sanzen-en

The system of counting large numbers is different in Japanese and English. The chart below shows how to count from a thousand to a trillion.

1,000	sen
10,000	ichi-man
100,000	jū-man
1,000,000	hyaku-man
10,000,000	sen-man
100,000,000	ichi-oku
1,000,000,000	jū-oku
10,000,000,000	hyaku-oku
100,000,000,000	sen-oku
1,000,000,000,000	it-chō
chō oku man	

2,222,222,222,222

nichō nisen nihyaku nijūni-oku nisen nihyaku nijūni-man nisen nihyaku nijūni

Decimals. (The word for "decimal point" is **ten**.)

0 rei 0.7 rei ten nana 0.29 rei ten ni kyū 0.538 rei ten go san hachi

Fractions. (Bun means "part.")

1/2 ni-bun no ichi 2/3 san-bun no ni 1/4 yon-bun no ichi

## 3. Kore mo sanzen-en desu.

The particle **mo** means "too," "also," "either," etc. It is used in both affirmative and negative sentences.

ex. Sore wa sanzen-en desu. Kore mo sanzen-en desu.

"That one is 3,000 yen. This one is 3,000 yen, too."

Kore wa watashi no kasa dewa arimasen. Sore mo watashi no dewa arimasen.

"This is not my umbrella. That's not mine either."

#### 4. Ja, kore o kudasai.

Ja and dewa correspond to "well" or "well then," interjections that express conclusion or resignation. Kore o kudasai means "I'll take this one" and is the phrase to use when you have decided what you want to buy.

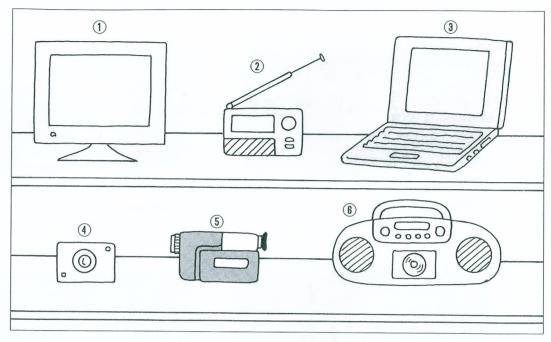


# PRACTICE

# WORD POWER =



# I. Electronic appliances:



1. terebi 2. rajio 3. pasokon 4. dejikame 5. bideo-kamera 6. CD-purēyā

#### II. Numbers:

ichiman	10,000	sen	1,000	hyaku	100
niman	20,000	nisen	2,000	nihyaku	200
samman	30,000	sanzen	3,000	sambyaku	300
yomman	40,000	yonsen	4,000	yonhyaku	400
goman	50,000	gosen	5,000	gohyaku	500
rokuman	60,000	rokusen	6,000	roppyaku	600
nanaman	70,000	nanasen	7,000	nanahyaku	700
hachiman	80,000	hassen	8,000	happyaku	800
kyūman	90,000	kyūsen	9,000	kyūhyaku	900
Kyuman	20,000	.ty docin	3,000	, and y and a	

Intermediate numbers are made by combining the numbers composing them.

ex. 135 **hyaku-sanjū-go** 1,829 **sen-happyaku-nijūkyū** 

**NOTE:** Large numbers are spelled out here, in romanized Japanese, but throughout the rest of the book, numerals are used to write them, e.g., **3,000-en** for "3,000 yen."



terebi rajio pasokon dejikame television radio (personal) computer digital camera bideo-kamera bideo kamera CD-purēyā CD (=shīdī) video camera video camera CD player CD

# III. Japanese currency:













1. **1-en** 

2. **5-en** 

3. **10-en** 

4. **50-en** 

5. **100-en** 

6. **500-en** 







8. **2,000-en** 



9. **5,000-en** 



10. **10,000-en** 

# **KEY SENTENCES** =

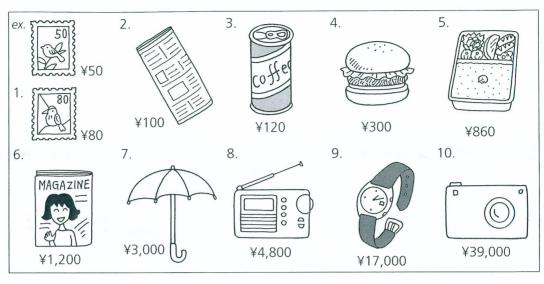
- 1. Sore wa terebi desu.
- 2. Are wa pasokon desu.
- 3. Kore wa 3,000-en desu. Are mo 3,000-en desu.
- 1. That is a television set.
- 2. That over there is a personal computer.
- 3. This is 3,000 yen. That, too, is 3,000 yen.



# **EXERCISES**



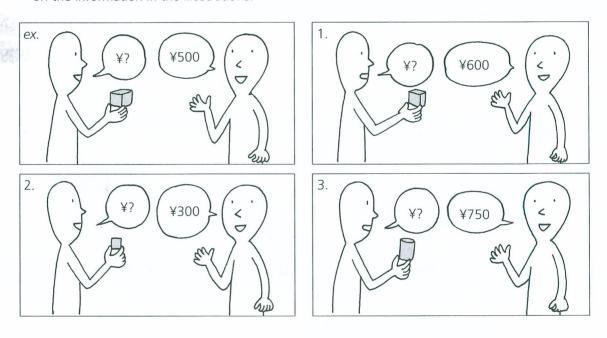
I. State an item's price. Look at the illustrations and state the price of each item.



ex. <b>gojū-en</b>	3	6	9
1,	4	7	10
2	5	8	



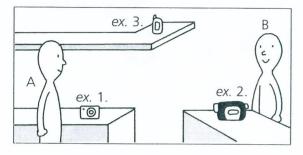
II. Ask and give an item's price. Make up dialogues following the pattern of the example and based on the information in the illustrations.

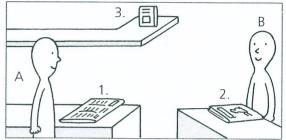


ex. A: Kore wa ikura desu ka. B: 500-en desu.



III. *Identify objects in different locations.* Look at the illustration and make up sentences like the examples. Substitute the underlined words with the alternatives given.

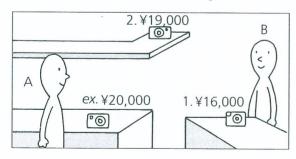


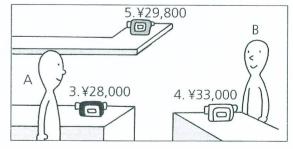


- ex. 1. A: Kore wa dejikame desu.
- ex. 2. A: Sore wa bideo-kamera desu.
- ex. 3. A: Are wa keitai desu.
- 1. A: (shimbun)
- 2. A: (zasshi)
- 3. A: ..... (hon)



IV. Ask and give an item's price. Use the information in the illustrations to make appropriate questions for each of the answers given.





- ex. A: Kore wa ikura desu ka.
  - B: 20,000-en desu.
- 1. A: .....
  - B: 16,000-en desu.



2.	A:
	B: 19,000-en desu.
3.	A:
	B: 28,000-en desu.
4	A:
⊣.	A:
7.	B: 33,000-en desu.



V. State that two things cost the same or are the same thing. Make up sentences following the pattern of the example. Substitute the underlined words with the alternatives given.

ex. Kore wa 800-en desu. Sore mo 800-en desu.

1.	(1,500-en)
2.	(tokei)
3.	 (Sumisu-san no hon)



VI. Ask the price of more than one item. Make up dialogues following the pattern of the example. Substitute the underlined words with the alternatives given.

Kore wa ikura desu ka. ex. Sumisu:

mise no hito: 8,000-en desu.

Sumisu:

Are mo 8,000-en desu ka. mise no hito: lie, 8,000-en dewa arimasen.

7,500-en desu.



1.	Sumisu:	
	mise no hito:	(7,000-en)
	Sumisu:	(7,000-en)
	mise no hito:	(7,000-en)
2.	Sumisu:	
	mise no hito:	(9,000-en)
	Sumisu:	(9,000-en)
	mise no hito:	(9,000-en)
3.	Sumisu	
	mise no hito:	(6,500-en)
	Sumisu:	 (6,500-en)
	mise no hito:	 (6,500-en)



- VII. Confirm what an item is. Make up dialogues following the pattern of the example. Substitute the underlined words with the alternatives given.
  - ex. Mr. Smith comes to a store.

Sumisu:

Are wa DVD desu ka.

mise no hito: lie, CD desu.

Sumisu:

Sore wa DVD desu ka.

mise no hito: Hai, DVD desu.

1.	Sumisu:	(shāpupenshiru)
	mise no hito:	(bōrupen)
	Sumisu:	(shāpupenshiru)
2.	Sumisu:	(Furansu-go no jisho)
	mise no hito:	(Eigo no jisho)
	Sumisu:	(Furansu-go no jisho)
	mise no hito:	 (Furansu-go no jisho)



VIII. Buy something at a store. Make up dialogues following the pattern of the example. Substitute the underlined words with the alternatives given.

ex. Sumisu:

Sumimasen. Are wa bideo-kamera desu ka.

mise no hito: lie, dejikame desu.

Sumisu:

Sore wa bideo-kamera desu ka.

mise no hito: Hai, sō desu. Sumisu: Ikura desu ka. mise no hito: 50,000-en desu.

Sumisu:

Ja, sore o kudasai.

1.	Sumisu:		(CD-purēyā
	mise no hito:	·····	(rajio)
	Sumisu:		(CD-purēyā
	mise no hito:		
	Sumisu:		
	mise no hito:		(15,000-en)
	Sumisu:		



2.	Sumisu:	(terebi)
	mise no hito:	(pasokon)
	Sumisu:	(terebi)
	mise no hito:	
	Sumisu:	
	mise no hito:	(180,000-en)
	Sumisu:	



IX. Listen to the CD and fill in the blank based on the information you hear.

Bideo-kamera wa .....

# SHORT DIALOGUE



Mr. Smith is at a store, shopping.

Sumisu: Kore o kudasai. mise no hito: 4,300-en desu.

Sumisu: Kādo demo ii desu ka.

mise no hito: Hai, kekkō desu.

Smith:

I'll take this. salesperson: It's 4,300 yen.

Smith:

Is it all right to use a credit card?

salesperson: Yes, it's fine.

VOCABULARY

kādo

(credit) card

demo ii desú ka

is . . . all right?

hai, kekkō desu

yes, it's fine

#### NOTES

1. Kādo demo ii desu ka.

The phrase demo ii desu ka is used to ask if something is permissible. It means "is . . . all right?"

If you're in Japan, try asking the prices of items at vendors where prices are not listed or are written in kanji.

# SHOPPING, PART II



# **TARGET DIALOGUE**

Mr. Smith buys a T-shirt.

スミス: すみません。あの Tシャツは いくらですか。

みせの ひと:どれですか。

スミス:あの あおい Tシャツです。

みせの ひと:あれは 1,500 えんです。

スミス:その あかい Tシャツは いくらですか。

みせの ひと:1,000 えんです。

スミス:じゃ、それを 2まい ください。

■あかい Tシャツは 1,000 えんです。

Sumisu: Sumimasen. Ano T-shatsu wa ikura desu ka.

mise no hito: Dore desu ka.

Sumisu: Ano aoi T-shatsu desu.

mise no hito: Are wa 1,500-en desu.

Sumisu: Sono akai T-shatsu wa ikura desu ka.

mise no hito: 1,000-en desu.

Sumisu: Ja, sore o 2-mai kudasai.

Akai T-shatsu wa 1,000-en desu.

Smith: Excuse me. How much is that T-shirt over there?

salesperson: Which one?

Smith: That blue T-shirt.

salesperson: That's 1,500 yen.

Smith: How much is that red T-shirt?

salesperson: It's 1,000 yen.

Smith: Well then, give me two of those.

■ The red T-shirt is 1,000 yen.

## VOCABULARY

あの ano that over there (used before a noun)
Tシャツ T-shatsu T-shirt
どれ dore which one
あおい aoi blue
その sono that (used before a noun)

あかい

akai

red

2まい

2-mai

two (shirts or other flat objects)

~まい

-mai

(counter for flat objects)

## NOTES

# 1. Sore o 2-mai kudasai.

-Mai is a unit for counting thin, flat objects like shirts and pieces of paper. Japanese has two numerical systems: the hitotsu, futatsu, mittsu system and the abstract ichi, ni, san system. Counting things can be done in two ways: (1) using the hitotsu, futatsu, mittsu system independently (see Word Power II, p. 39), or (2) using the ichi, ni, san system combined with a counter such as -mai or -hon (-bon, -pon), the latter for long, slender objects like pencils and bottles.

ex. Ringo o futatsu kudasai. "Please give me two apples."

The **hitotsu**, **futatsu**, **mittsu** system, however, only goes as far as **tō** (10), after which the **ichi**, **ni**, san system is used: jūichi, jūni, jūsan, etc.

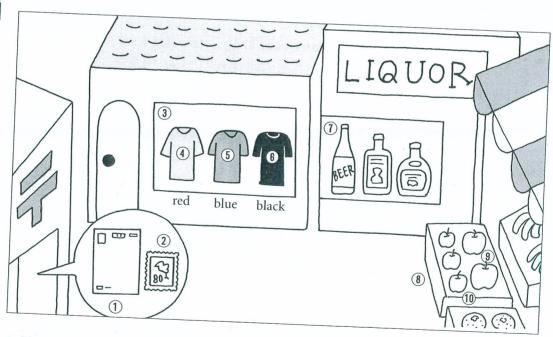
Note the word order here: thing + o + number (or number and counter) + kudasai.

# PRACTICE

# WORD POWER



I. Items for sale:



1. hagaki

4. akai

7. bīru

10. chiisai

2. kitte

5. **aoi** 

8. ringo

3. T-shatsu

6. kuroi

9. ōkii

VOCABULARY

hagaki kitte T-shatsu

postcard stamp T-shirt

red

aoi kuroi bīru

ringo

blue black

beer

apple

ōkii chiisai large, big small, little

## II. Numbers and counters:

	etc.	etc.	etc.
1	ichi-mai	ippon	hitotsu
2	ni-mai	ni-hon	futatsu
3	san-mai	sam-bon	mittsu
4	yon-mai	yon-hon	yottsu
5	go-mai	go-hon	itsutsu
6	roku-mai	roppon	muttsu
7	nana-mai	nana-hon	nanatsu
8	hachi-mai	happon	yattsu
9	kyū-mai	kyū-hon	kokonotsu
10	jū-mai	juppon	tō
11	jūichi-mai	jūippon	jūichi
12 <b>jūni-mai</b>		jūni-hon	jūni

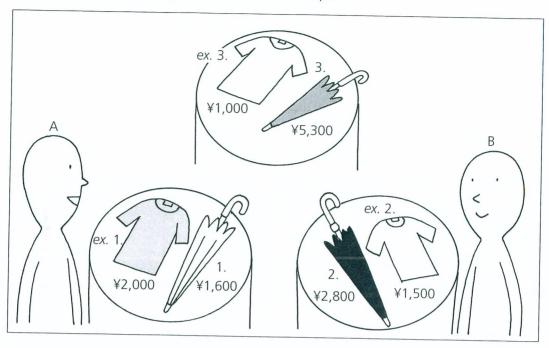
# **KEY SENTENCES**

- 1. Kono T-shatsu wa 2,000-en desu.
- 2. Ano chiisai kamera wa 5,000-en desu.
- 3. Kore wa Suisu no tokei desu.
- 4. Sono ringo o futatsu kudasai.
- 1. This T-shirt is 2,000 yen.
- 2. That little camera over there is 5,000 yen.
- 3. This is a Swiss watch.
- 4. Give me two of those apples.

# **EXERCISES** =



I. Single out a specific item and state its price. Look at the illustration and state how much the umbrellas cost, following the pattern of the example.



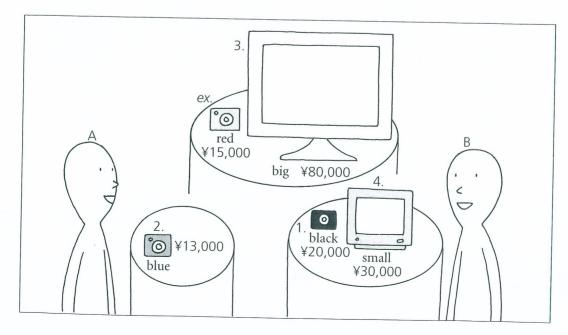
- ex. 1. A: Kono T-shatsu wa 2,000-en desu.
- ex. 2. A: Sono T-shatsu wa 1,500-en desu.
- ex. 3. A: Ano T-shatsu wa 1,000-en desu.

1	Λ.	
١.	A.	

- 2. A: ....
- 3. A: .....



II. Ask and give a specific item's price. Make up dialogues following the pattern of the example and based on the information in the illustration.



	CX.	A: Ano akai kamera wa ikura desu ka. B: 15,000-en desu.	
	1.	A:	
		B:	
	2.	A:	
		B:	
	3.	A:	
		B:	
	4.	A:	
		B:	
Ш.		ke up dialogues following the patterns of the examples. Substitute alternatives given.	the underlined parts with
Δ	Λcl	c and answer whether an item is from a given country.	r i
Α.		A: Kore wa Suisu no tokei desu ka.	
		B: lie, <u>Suisu no</u> dewa arimasen. <u>Furansu no</u> desu.	
	1.	B: lie, <u>Suisu no</u> dewa arimasen. <u>Furansu no</u> desu.	. (Igirisu no kuruma)
	1.	<u>24.80.000</u> 1 con 10.500 1 co	
		A:	. (Igirisu no, Itaria no)
		A:	. (Igirisu no, Itaria no) . (Nihon no kamera)
В.	2.	A:	. (Igirisu no, Itaria no) . (Nihon no kamera)
В.	2.	A:	. (Igirisu no, Itaria no) . (Nihon no kamera)
В.	2. <i>Asl ex.</i>	A:  B:  A:  B:  A:  B:  A:  K and answer what an item's country of origin is.  A: Kore wa doko no pasokon desu ka.	. (Igirisu no, Itaria no) . (Nihon no kamera) . (Nihon no, Doitsu no)
В.	2. <i>Asl ex.</i>	A:  B:  A:  B:  K and answer what an item's country of origin is.  A: Kore wa doko no pasokon desu ka.  B: Kankoku no desu.	. (Igirisu no, Itaria no) . (Nihon no kamera) . (Nihon no, Doitsu no) . (dejikame)
В.	2. <i>Asl</i> ex. 1.	A:  B:  A:  B:  K and answer what an item's country of origin is.  A: Kore wa doko no pasokon desu ka.  B: Kankoku no desu.  A:	(Igirisu no, Itaria no) (Nihon no kamera) (Nihon no, Doitsu no) (dejikame) (Nihon no)
В.	2. <i>Asl</i> ex. 1.	A:  B:  A:  B:  K and answer what an item's country of origin is.  A: Kore wa doko no pasokon desu ka.  B: Kankoku no desu.  A:  B:  B:  B:  B:  B:  B:  B:  B:  B:	. (Igirisu no, Itaria no) . (Nihon no kamera) . (Nihon no, Doitsu no) . (dejikame) (Nihon no) (bīru)
В.	2. <i>Asl</i> ex. 1.	A:  B:  A:  B:  A:  K and answer what an item's country of origin is.  A: Kore wa doko no pasokon desu ka.  B: Kankoku no desu.  A:  B:  A:	. (Igirisu no, Itaria no) . (Nihon no kamera) . (Nihon no, Doitsu no) . (dejikame) (Nihon no) (bīru)





- IV. Ask an item's price and whether it is a product of Japan. Make up dialogues following the pattern of the example. Substitute the underlined parts with the alternatives given.
  - ex. Mr. Smith has gone to a store to shop.

Sumisu:

Ano kamera wa ikura desu ka.

mise no hito: 20,000-en desu.

Sumisu:

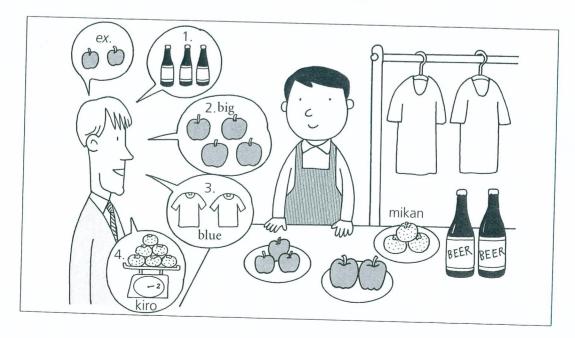
Are wa Nihon no kamera desu ka.

mise no hito: Hai, Nihon no desu.

1.	Sumisu:	(sono tokei)
	mise no hito:	(15,000-en)
	Sumisu:	 (sore, tokei)
2.	Sumisu:	(kono terebi)
	mise no hito:	 (43,000-en)
3.	Sumisu:	(kono kuruma)
		 , as a final diffici



V. Ask for more than one of an item at a store. Make up sentences following the pattern of the example and based on the information in the illustration.



ex.	Sumisu: Sono	ringo o futatsu kudasai.	
1.	.Sumisu:		
2.	Sumisu:		
3.	Sumisu:		
4.	Sumisu:		
		t's price and country of origin. Make up dialogues following the te the underlined words with the words in parentheses.	pattern of the
ex.	Sumisu:	Sumimasen. Sono <u>wain</u> wa ikura desu ka. 1,200-en desu. Sore wa doko no <u>wain</u> desu ka. <u>Furansu</u> no desu. Ja, sore o <u>2-hon</u> kudasai.	
1.	Sumisu:		. (kōhī-kappu)
	mise no hito:		
	Sumisu:		. (kōhī-kappu)
	mise no hito:		(Itaria)
	Sumisu:		(muttsu)
2.	Sumisu:		. (taoru)
	mise no hito:		
	Sumisu:		(taoru)
	mise no hito:		. (Igirisu)
	Sumisu:		. (4-mai)
/II. Li	sten to the CD a	and choose the correct answers based on the information you	hear.
1.	Where is the b	peer from?	
	a) Nihon	b) Amerika c) Doitsu	
2.	How much do	es the beer cost?	
	a) 300-en	b) 200-en c) 100-en	

coffee cup kōhī-kappu

kōhi kappu



# SHORT DIALOGUE



At a confectionary:

mise no hito: Irasshaimase.

Chan: Shūkurīmu o mittsu kudasai.

mise no hito: Hai. 630-en desu.

salesperson: I

May I help you?

Chan:

I'd like three cream puffs, please.

salesperson: All right. That will be 630 yen.

VOCABULARY

shūkurīmu

cream puff

Active

- 1. Ask your classmates or colleagues where an item they own is from (i.e., what its country of origin is).
- 2. If you're in Japan, go shopping and buy more than one of an item. Be sure to use the pattern "number of items + kudasai."

# **Quiz 1** (Units 1–2)

	Fill in the blank(s) in each sentence with the appropriate particle. Where a particle is not needed write in an $X$ .
1.	Kochira ( ) Sasaki-san desu.
2.	Sumisu-san wa ABC Fūzu ( ) bengoshi desu.
3.	Buraun-san wa enjinia desu ( ), bengoshi desu ( ). Enjinia desu.
	Kore wa watashi ( ) hon dewa arimasen. Suzuki-san ( ) desu.
5.	Kaigi wa 9-ji ( ) 11-ji ( ) desu.
	Sore ( ) ikura desu ka. 3,000-en desu. Are ( ) 3,000-en desu ka. Iie, 3,000-en dewa arimasen. 3,800-en desu.
7.	Sono bīru ( ) 5-hon ( ) kudasai.
8.	Sore wa doko ( ) kamera desu ka. Doitsu ( ) desu.
	Complete each sentence by filling in the blank(s) with the appropriate word.  Hofuman-san wa ( ) desu ka.  Hai, Doitsu-jin desu.
2.	Sore wa ( ) desu ka. Tokei desu.
3.	Kore wa ( ) no kasa desu ka. lie, Takahashi-san no dewa arimasen. ( ) no desu ka. Sumisu-san no desu.
4.	Sumisu-san no uchi no denwa-bangō wa ( ) desu ka. 03-3459-9660 desu.
5.	Hiru-yasumi wa ( ) kara ( ) made desu ka. 12-ji kara 1-ji made desu.
6.	Sono akai T-shatsu wa ( ) desu ka. 2,300-en desu.
7.	Ano pasokon wa ( ) no desu ka. Nihon no desu.



Japan boasts one of the most convenient transportation systems in the world. All major cities from Fukuoka in southern Japan to Tokyo in the east and Hachinohe in the north are connected by bullet train. Other train systems connect towns and outlying suburbs of cities. In large metropolitan areas such as Tokyo, Nagoya, and Osaka, there are also extensive subway systems. To an astounding degree of accuracy, these modes of transportation depart and arrive as scheduled.

# UNIT 3 GRAMMAR

#### **Motion Verbs**

noun wa place ni ikimasu

ex. Gurei-san wa ashita Kyōto ni ikimasu. "Mr. Grey will go to Kyoto tomorrow."

#### ■ Verbs

Japanese sentences end with a verb (or some other element followed by **desu**, which behaves like a verb). The endings of verbs show the tense and whether the verb is affirmative or negative. Tenses of Japanese verbs can be divided roughly into two categories:

- 1. The present form. The present, or **-masu** form—so called because verbs in this tense end in **-masu**—encompasses both the simple present (used for expressing habitual action) and future tenses.
  - ex. Gurei-san wa mainichi kaisha ni ikimasu.

"Mr. Grey goes to the office (lit., 'company') every day."

(Watashi wa) ashita kaerimasu. "(I) return/am returning/will return tomorrow."

- 2. The past form. The past, or **-mashita** form, on the other hand, includes not only the simple past tense but also the present perfect.
  - ex. (Watashi wa) senshū Kyōto ni ikimashita. "Last week (I) went to Kyoto." Gurei-san wa mō uchi ni kaerimashita. "Mr. Grey has already gone home."

The chart below summarizes the tenses of Japanese verbs and shows the endings—affirmative and negative—that correspond to each.

PRESENT FORM		PAST FORM	
aff.	neg.	aff.	neg.
-masu	-masen	-mashita	-masendeshita

#### ■ The particle ni

The role of the preposition "to" in English is played by the particle **ni** in Japanese. **Ni** is placed after a noun that denotes a place. It indicates the direction of movement with verbs such as **ikimasu** ("go"), **kimasu** ("come"), and **kaerimasu** ("return").

ex. **Tōkyō ni ikimasu.** "I am going to Tokyo." (*lit.*, "'Tokyo-ward' I am going.") In this pattern, the particle **e** can also be used in place of **ni**.

noun wa place ni ikimasu ka Hai, (noun wa place ni) ikimasu lie, (noun wa place ni) ikimasen

ex. Gurei-san wa ashita Kyōto ni ikimasu ka. "Mr. Grey, will you go to Kyoto tomorrow?" Hai, ikimasu. "Yes, (I) will go." lie, ikimasen. "No, (I) will not go."

## Questions that contain verbs

To ask a question like "will you go?" that contains a verb, simply add **ka** to the verb. Answers to such questions can be brief, as in the examples above.

# CONFIRMING SCHEDULES



# TARGET DIALOGUE

TRACK 21

Mr. Smith phones Mr. Takahashi of Nozomi Department Store to confirm the time of Friday's meeting.

スミス:もしもし、ABCの スミスです。

たかはし:たかはしです。おはようございます。

スミス:あした そちらに いきます。かいぎは 3じからですね。

たかはし:はい、3じからです。ひとりで きますか。

スミス:いいえ、かいしゃの ひとと いきます。

たかはし:そうですか。では、あした。

スミス:しつれいします。

■スミスさんは あした かいしゃの ひとと のぞみデパートに いきます。

Sumisu: Moshimoshi, ABC no Sumisu desu. Takahashi: Takahashi desu. Ohayō gozaimasu.

Sumisu: Ashita sochira ni ikimasu. Kaigi wa 3-ji kara desu ne.

Takahashi: Hai, 3-ji kara desu. Hitori de kimasu ka.

Sumisu: lie, kaisha no hito to ikimasu. Takahashi: Sō desu ka. Dewa, ashita.

Sumisu: Shitsureishimasu.

■ Sumisu-san wa ashita kaisha no hito to Nozomi Depāto ni ikimasu.

Smith: Hello, this is Smith from ABC.

Takahashi: This is Takahashi. Good morning.

Smith: I'll go to your company (lit., "there") tomorrow. The meeting is from 3:00, right?

Takahashi: Yes, it starts at 3:00. Are you coming alone?

Smith: No, I'll go with someone from the company.

Takahashi: Is that so? Well then, till tomorrow . . .

Smith: Good-bye.

■ Mr. Smith is going to Nozomi Department Store with a colleague tomorrow.

## VOCABULARY

もしもしおはようございます

あした そちら moshimoshi

ohayō gozaimasu

ashita sochira hello (on the telephone)

good morning

tomorrow

there (where your listener is)



10 ni to (particle; see Unit 3 Grammar, p. 48) いきます ikimasu ne right?; isn't it? (particle; see Notes 3 below) ひとりで hitori de alone (lit., "by one person") きます kimasu come 2 to with, together with (particle) では dewa well then, in any case (formal way of saying ja) しつれいします shitsureishimasu good-bye (lit., "I'm going to be rude.")

#### NOTES

#### 1. Moshimoshi

This is the conventional beginning of a telephone conversation and may be repeated during the call to confirm whether the other party is still on the line.

# 2. Ashita sochira ni ikimasu.

Relative time expressions like **ashita** "tomorrow,"  $raish\bar{u}$  ("next week"), kongetsu ("this month"), and kyonen ("last year") generally do not take particles.

# 3. Kaigi wa 3-ji kara desu ne.

The particle **ne** comes at the end of a sentence or phrase and, like "isn't it?" in English, seeks confirmation and agreement from the other person. It is spoken with rising intonation.

# 4. Hitori de kimasu ka.

# lie, kaisha no hito to ikimasu.

The phrase **kaiasha no hito to ikimasu** means "I'll go with someone from the company." The Japanese verbs **ikimasu** and **kimasu** are always used from the point of view of the speaker. **Ikimasu** expresses the idea of moving from where the speaker is now to some other place. **Kimasu**, on the other hand, expresses the idea of moving toward the place where the speaker is now. Therefore, unlike in English, a speaker talking about going to the place where the listener is located, as in the above exchange, uses **ikimasu** rather than **kimasu**.

The particle to ("with") in kaisha no hito to ikimasu is used to indicate accompaniment.

# 5. Shitsureishimasu.

This expression is used as a form of "good-bye" when hanging up the phone or leaving a house or room. It is also used when entering a house or room, passing in front of someone, leaving in the middle of a gathering, and so on to mean "excuse me."

# PRACTICE

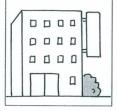
# WORD POWER \*\*



# I. Destinations:











1. kūkō

2. eki

3. shisha

4. kōen

5. tomodachi no uchi

## II. Verbs:







1. ikimasu

2. kimasu

3. kaerimasu

## III. Time expressions:

	LAST	THIS	NEXT
day	kinō	kyō	ashita
week	senshū	konshū	raishū
month	sengetsu	kongetsu	raigetsu
year	kyonen	kotoshi	rainen

tomodachi friend



# **KEY SENTENCES =**

- 1. Sumisu-san wa ashita ginkō ni ikimasu.
- 2. Sumisu-san wa senshū Honkon ni ikimashita.
- 3. Chan-san wa kinō tomodachi to resutoran ni ikimashita.
- 4. Chan-san wa kyonen Nihon ni kimashita.
- 5. Sumisu-san wa rainen Amerika ni kaerimasu.
- 1. Mr. Smith is going to the bank tomorrow.
- 2. Mr. Smith went to Hong Kong last week.
- 3. Ms. Chan went to a restaurant with a friend yesterday.
- 4. Ms. Chan came to Japan last year.
- 5. Mr. Smith will return to the United States next year.

# **EXERCISES**



I. Practice conjugating verbs. Repeat the verbs below and memorize their forms—present and past, affirmative and negative.

	PRESENT FORM		P	PAST FORM	
	aff.	neg.	aff.	neg.	
go	ikimasu	ikimasen	ikimashita	ikimasendeshita	
come	kimasu	kimasen	kimashita	kimasendeshita	
return, go home	kaerimasu	kaerimasen	kaerimashita	kaerimasendeshita	



- II. Make up sentences following the patterns of the examples. Substitute the underlined words with the alternatives given.
- A. State where someone will go.
  - ex. Sumisu-san wa ginkō ni ikimasu.

l	kūkō)

- 4. ..... (Ginza no depāto)
- B. State when someone will go to Kyoto.
  - ex. Sumisu-san wa ashita Kyōto ni ikimasu.

1(r	raishū)
-----	---------

3. (asatte)

Osaka

asatte

the day after tomorrow

C. State when someone went to Hong Kong.	
ex. Sumisu-san wa kinō Honkon ni ikimashita.	-
1	(senshū)
2	(sengetsu)
3	(kyonen)
III. Make up dialogues following the patterns of the examples. Subs with the alternatives given.	titute the underlined words
A. Ask and answer whether someone will go to a particular place.	
ex. A: Sumisu-san wa ashita <u>Kyōto</u> ni ikimasu ka. B: Hai, ikimasu.	
1. A:	(yūbinkyoku)
B:	
2. A:	(Ginza no depāto)
B:	
B. Ask and answer whether someone will go to a particular place.	
ex. A: Sumisu-san wa ashita <u>ginkō</u> ni ikimasu ka. B: lie, ikimasen.	
1. A:	(Ōsaka-shisha)
B:	
2. A:	(kūkō)
B:	
C. Ask and answer whether someone went to a particular place.	
ex. A: Sumisu-san wa kinō <u>Honkon</u> ni ikimashita ka. B: Hai, ikimashita.	
1. A:	(kōen)
B:	
2. A:	(tomodachi no uchi)
B:	



B: lie, ikimasendeshita.	
1. A:	(Nozomi Depāto)
B:	
2. A:	(ginkō)
B:	
IV. Make up dialogues following the patterns of the examples. So with the alternatives given.	Substitute the underlined w
A. Ask and answer where someone will go.	
ex. A: Sumisu-san wa ashita doko ni ikimasu ka. B: Nozomi Depāto ni ikimasu.	
1. A:	
B:	(Kyōto)
2. A:	
B:	(tomodachi no uchi
B. Ask and answer when someone will go to a particular place.	
ex. A: Katō-san wa itsu Ōsaka-shisha ni ikimasu ka. B: Raishū ikimasu.	
1. A:	
B:	(ashita)
2. A:	
B:	
V. State whom someone will go somewhere with. Make up sentence example. Substitute the underlined word with the alternatives gi	es following the pattern of iven.
ex. Chan-san wa tomodachi to resutoran ni ikimasu.	
1	(Nakamura-san)
2	
	,

D. Ask and answer whether someone went to a particular place.



- VI. Ask and answer whom someone will go somewhere with. Make up dialogues following the pattern of the example. Substitute the underlined word with the alternatives given.
  - ex. A: Sumisu-san wa ashita dare to Nozomi Depāto ni ikimasu ka. B: Katō-san to ikimasu.

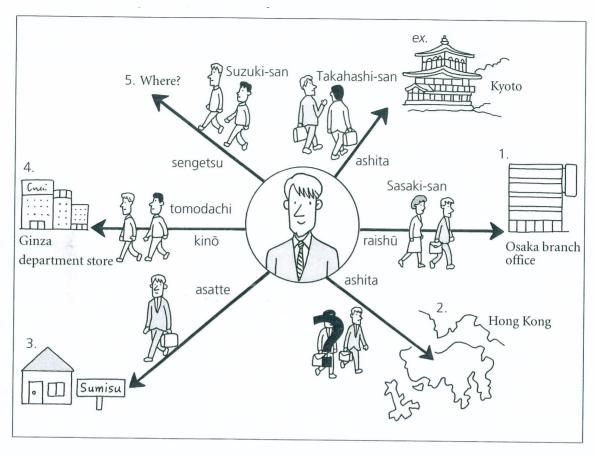
1.	A:	
	B:	(Chan-san)
2.	A:	
	B:	(Sasaki-san)



- VII. Make up sentences following the patterns of the examples. Substitute the underlined words with the alternatives given.
- A. State who came to Japan.
  - ex. Sumisu-san wa kyonen Nihon ni kimashita.
  - 1. (Chan-san)
  - 2. (Gurīn-san)
- B. State who will return to America.
  - ex. Sumisu-san wa rainen Amerika ni kaerimasu.
  - 1. (Gurīn-san)
  - 2. (Sumisu-san no tomodachi)



VIII. *State when, where, and with whom someone will travel.* Make up sentences following the pattern of the example and based on the information in the illustration.



ex.	Sumisu-san wa	ashita	Takahashi-san	to	Kvōto	ni ikim	nasu.

1,		 	 
2			
3 <i>a</i>			
4	•		 
5			



- IX. Talk about a plan. Make up dialogues following the pattern of the example. Substitute the underlined words with the words in parentheses.
  - ex. Mr. Smith is talking on the phone with a person from the Yokohama branch office.

Yokohama-shisha no hito: Sumisu-san wa itsu Yokohama-shisha ni kimasu ka.

Sumisu:

Ashita ikimasu.

Yokohama-shisha no hito: Dare to kimasu ka.

Sumisu:

Chan-san to ikimasu.

Yokohama-shisha no hito: Sō desu ka.

1.	Yokohama-shisha no hito:	
	Sumisu:	(raishū)
	Yokohama-shisha no hito:	
	Sumisu:	(Katō-san)
	Yokohama-shisha no hito:	
2.	Yokohama-shisha no hito:	
	Sumisu:	(asatte)
	Yokohama-shisha no hito:	
	Sumisu:	(Sasaki-san)
	Yokohama-shisha no hito:	
. List	en to the CD and fill in the blanks based on the information you hear.	



Sumisu-san wa asatte

#### **SHORT DIALOGUES**



I. Ms. Chan sees Mr. Suzuki in front of ABC Foods carrying a large piece of luggage.

Chan: A, Suzuki-san, shutchō desu ka.

Suzuki: Ee, Ōsaka-shisha ni ikimasu. Asatte Tōkyō ni kaerimasu.

Chan: Sō desu ka. Itterasshai.

Oh, Mr. Suzuki, are you going on a business trip?

Suzuki: Yes, I'm going to the Osaka branch office. I'll come back to Tokyo the day after tomor-

row.

Chan: Really? Have a good trip.

#### VOCABULARY

a

oh (interjection used to get someone's attention)

shutchō

business trip

itterasshai

good-bye, have a nice trip

II. At a bus stop, Mr. Smith asks the driver a question before boarding.

Sumisu:

Sumimasen. Kono basu wa Shibuya ni ikimasu ka.

basu no untenshu: lie, ikimasen.

Sumisu:

Dono basu ga ikimasu ka. basu no untenshu: 88-ban no basu ga ikimasu.

Sumisu:

Arigatō gozaimasu.

Smith:

Excuse me. Does this bus go to Shibuya?

bus driver:

No, it doesn't.

Smith:

Which bus goes there?

bus driver:

The number 88 bus goes there.

Smith:

Thank you.

#### VOCABULARY

basu

bus

Shibuya

Shibuya (district in Tokyo)

untenshu

driver

dono

which (used before a noun)

ga

(particle that marks the subject of a sentence; see Note 2 below)

-ban

number . . . (counter; used as a suffix after a number)

#### NOTES

#### 1. Dono basu

Dore is used alone to mean "which," but if "which" is to be followed by a noun, then dono is used.

ex. dore, "which one"

dono basu, "which bus"

# 2. Dono basu ga ikimasu ka.

88-ban no basu ga ikimasu.

The particle **ga** is used instead of the topic marker **wa** after interrogatives like **dore** and **dono**. In the case of dono, it follows the noun: dono basu ga. Ga is repeated in replies to questions of the dore ga or dono . . . ga pattern, as in the exchange here.

tive unication

Ask someone where they are going tomorrow, next week, next month, and so on.

# LESSON VISITING ANOTHER COMPANY



# **TARGET DIALOGUE**

Mr. Smith goes to Nozomi Department Store on business with Ms. Chan on Friday.

たかはし:スミスさん、チャンさん、どうぞおはいりください。

スミス:しつれいします。

チャン:しつれいします。

たかはし:どうぞ こちらへ。

スミス、チャン:ありがとうございます。

たかはし:くるまで きましたか。

スミス:いいえ、ちかてつで きました。

■スミスさんは きんようびに チャンさんと ちかてつで のぞみ デパートにいきました。

Takahashi: Sumisu-san, Chan-san, dozo ohairikudasai.

Sumisu: Shitsureishimasu.

Chan: Shitsureishimasu.

Takahashi: Dōzo kochira e.

Sumisu, Chan: Arigatō gozaimasu.

Takahashi: Kuruma de kimashita ka.

Sumisu: lie, chikatetsu de kimashita.

Sumisu-san wa kin-yōbi ni Chan-san to chikatetsu de Nozomi Depāto ni ikimashita.

Takahashi: Mr. Smith, Ms. Chan, please come in.

Smith: Excuse me.

Chan: Excuse me.

Takahashi: Come right this way.

Smith, Chan: Thank you.

Takahashi: Did you come by car?

Smith: No, we came by subway.

On Friday, Mr. Smith went with Ms. Chan to Nozomi Department Store by subway.

#### VOCABULARY

おはいりください どうぞ こちらへ ohairikudasai

please come in

で

dōzo kochira e

come right this way

ちかてつ

chikatetsu

subway

by means of (particle indicating means)

きんようび

kin-yōbi

Friday

10

ni

at, on, in (particle indicating time; see Note 2 below)

#### NOTES

#### 1. Kuruma de kimashita ka.

The function of the particle **de** ("by means of"), which follows nouns, is to express means of conveyance.

ex. basu de, "by bus" takushī de, "by taxi"

But to say "by foot," use aruite, e.g., aruite kimashita, "(I) walked here."

To ask the means by which someone will go somewhere, use **nan de**:

ex. Nan de ikimasu ka. "How will you go?" Basu de ikimasu. "I'll go by bus."

#### 2. Kin-yōbi ni . . . ikimashita.

Unlike relative time expressions (see Note 2, p. 50), specific time expressions take the particle ni.

ex. **5-ji ni**, "at 5:00"

do-yōbi ni, "on Saturday" 12-nichi ni, "on the twelfth"

2006-nen ni, "in 2006"

# **PRACTICE**

## **WORD POWER**



#### I. Dates:

YEARS						
1998-nen	sen kyūhyaku kyūjūhachi-nen	the year 1998				
2006-nen	nisen roku-nen	the year 2006				

1				571	3			
1	SUN	MON	TUE			FRI	SAT	
							1	
	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	31						

DAYS OF THE WEEK					
nichi-yōbi	Sunday				
getsu-yōbi	Monday				
ka-yōbi	Tuesday				
sui-yōbi	Wednesday				
moku-yōbi	Thursday				
kin-yōbi	Friday				
do-yōbi	Saturday				

VOCABULARY

-nen

year (counter)

-yōbi

day (of the week)

MONTHS					
ichi-gatsu	January				
ni-gatsu	February				
san-gatsu	March				
shi-gatsu	April				
go-gatsu	May				
roku-gatsu	June				
shichi-gatsu	July				
hachi-gatsu	August				
ku-gatsu	September				
jū-gatsu	October				
jūichi-gatsu	November				
jūni-gatsu	December				

DAYS OF THE MONTH							
tsuitachi	1st	jūshichi-nichi	17th				
futsuka	2nd	jūhachi-nichi	18th				
mikka	3rd	jūku-nichi	19th				
yokka	4th	hatsuka	20th				
itsuka	5th	nijūichi-nichi	21st				
muika	6th	nijūni-nichi	22nd				
nanoka	7th	nijūsan-nichi	23rd				
yōka	8th	nijūyokka	24th				
kokonoka	9th	nijūgo-nichi	25th				
tōka	10th	nijūroku-nichi	26th				
jūichi-nichi	11th	nijūshichi-nichi	27th				
jūni-nichi	12th	nijūhachi-nichi	28th				
jūsan-nichi	13th	nijūku-nichi	29th				
jūyokka	14th	sanjū-nichi	30th				
jūgo-nichi	15th	sanjūichi-nichi	31st				
jūroku-nichi	16th						

**NOTE:** Months and dates are romanized here, but elsewhere in the book numerals are used to write them, e.g., **1-gatsu** for "January," **11-nichi** for "the eleventh," etc.

#### II. Means of transportation:



- 1. densha
- 2. chikatetsu 3. kuruma
- 4. takushī
- 5. shinkansen 6. hikōki

#### **KEY SENTENCES**

- 1. Kaigi wa sui-yōbi desu.
- 2. Buraun-san wa 3-gatsu 26-nichi ni Igirisu kara Nihon ni kimashita.
- 3. Jonson-san wa raishū no kin-yōbi ni Nihon ni kimasu.
- 4. Sumisu-san wa shinkansen de Ōsaka ni ikimasu.
- 1. The meeting is Wednesday.
- 2. Ms. Brown came to Japan from the United Kingdom on March 26.
- 3. Mr. Johnson will come to Japan next Friday.
- 4. Mr. Smith is going to Osaka on the Shinkansen.

kuruma

chikatetsu

car

Jonson

61

# N - T - 3

## **EXERCISES** =

ex. Kaigi wa sui-yōbi desu.



I. State when a meeting will be held. Make up sentences following the pattern of the example. Substitute the underlined word with the alternatives given.

	1		(getsu-yōbi)
	2		. (4-gatsu hatsuka)
١.		ake up dialogues following the patterns of the examples. So e alternatives given.	Substitute the underlined parts with
٩.		k and answer when a festival will be held.	
	ex.	A: O-matsuri wa <u>nan-gatsu</u> desu ka. B: <u>9-gatsu</u> desu.	
	1.	A:	(nan-nichi)
		B:	(17-nichi)
	2.	A:	(nan-yōbi)
		B:	(ka-yōbi)
3.	Ask	k and answer when an event will take place.	
	ex.	A: <u>Tanjōbi</u> wa itsu desu ka. B: <u>8-gatsu</u> 19-nichi desu.	
	1.	A:	(kaigi)
		B:	(7-gatsu tsuitachi)
	2.	A:	(pātī)
		B:	(raishū no do-yōbi)
-	Ask	k and answer when an event will take place, from when and	l until when.
	ex.	A: Natsu-yasumi wa itsu kara itsu made desu ka. B: 8-gatsu mikka kara 28-nichi made desu.	
	1.	A:	(shutchō)
		B:	(getsu-yōbi, moku-yōbi)
	2.	A:	(ryokō)
		B:	(4-gatsu 29-nichi, 5-gatsu itsuka)

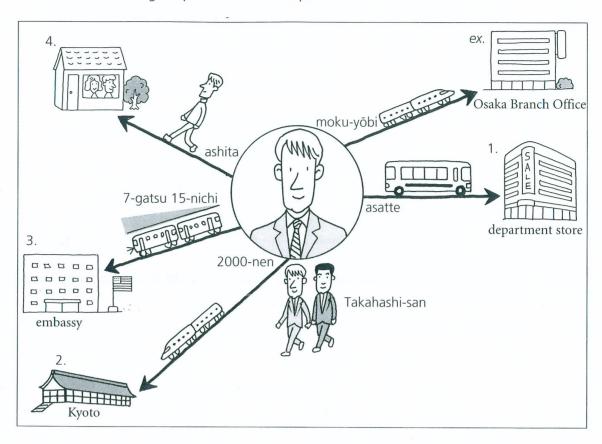


4	III. State when someone came to a place. Make up sentences following Substitute the underlined word with the alternatives given.	the pattern of the example.
	ex. Buraun-san wa 4-gatsu ni Igirisu kara kimashita.	
	1	(11-gatsu)
	2	(3-gatsu 26-nichi)
	3	(2004-nen)
	IV. Ask and answer when someone will come to Japan. Make up dialog the example. Substitute the underlined word with the alternatives	
	ex. A: Jonson-san wa itsu Nihon ni kimasu ka. B: <u>Sui-yōbi</u> ni kimasu.	
	1. A:	
	B:	(nichi-yōbi)
	2. A:	
	B:	(raishū no kin-yōbi)
	ex. Sumisu-san wa <u>chikatetsu de</u> uchi ni kaerimashita.	
	1	,
	2	(densha de)
	3	(aruite)
	VI. Ask and answer how someone will get to Osaka. Make up dialogues example. Substitute the underlined word with the words in paren	
	ex. A: Sumisu-san wa nan de Ōsaka ni ikimasu ka. B: <u>Kuruma</u> de ikimasu.	
	1. A:	
	B:	(shinkansen)
	2. A:	
	B:	(hikōki)





VII. State when and how someone will reach his destination. Look at the illustration and make up sentences following the pattern of the example.



ex.	Sumisu-san	wa	moku-v	/ōbi	ni	shinkansen	de	Ōsaka-shisha	ni ikiması	
CA.	Julilian Juli	a a ci	IIIOKu-	ODI		311111Kall3Cll	ue	Osaka-silisila	III IKIIIIast	J.

1	 		
2	 	 	 
<b>7</b>			
J	 	 	 
4			



VIII. *Describe a schedule.* Look at the page from Mr. Smith's weekly planner and make up sentences following the pattern of the example and based on the information provided.

ex.	Mon.	12:00	Go to Tokyo Hotel (by taxi, with Mr. Suzuki)
	Tue.		
١. ا	Wed.		Go to Osaka branch office (by airplane, alone)
	Thu.		
2.	Fri.	12:00	Go to the restaurant (with my secretary)
		4:00	Go to Yokohama branch office (with Ms. Sasaki)
		6:00	Go to the American Embassy
	Sat.		
3.	Sun.	9:00 a.m.	Go to the park (with friends)
		7:00 p.m.	Go to a friend's house (with Mr. Suzuki)

	Sumisu-san wa getsu-yōbi no 12-ji ni Suzuki-san to takushī de Tōkyō Hot masu.	eru ni iki-
1.		
2		
3		
	Ösaka-shisha no hito: Raishū no getsu-yōbi ni sochira ni ikimasu.  Sumisu:  Nan-ji ni kimasu ka.	
	Ösaka-shisha no hito:10-ji ni ikimasu.Sumisu:Nan de kimasu ka.Ösaka-shisha no hito:Shinkansen de ikimasu.Sumisu:Sö desu ka.	
1.	Ōsaka-shisha no hito: 10-ji ni ikimasu.  Sumisu: Nan de kimasu ka.  Ōsaka-shisha no hito: Shinkansen de ikimasu.	
1.	Ōsaka-shisha no hito:10-ji ni ikimasu.Sumisu:Nan de kimasu ka.Ōsaka-shisha no hito:Shinkansen de ikimasu.Sumisu:Sō desu ka.	
1.	Ōsaka-shisha no hito: 10-ji ni ikimasu.   Sumisu: Nan de kimasu ka.   Ōsaka-shisha no hito: Shinkansen de ikimasu.   Sumisu: Sō desu ka.     Osaka-shisha no hito:	(9-ji)
1.	Ōsaka-shisha no hito: 10-ji ni ikimasu.   Sumisu: Nan de kimasu ka.   Ōsaka-shisha no hito: Shinkansen de ikimasu.   Sumisu: Sō desu ka.     Osaka-shisha no hito:  Sumisu:	(9-ji)
1.	Ōsaka-shisha no hito: 10-ji ni ikimasu.   Sumisu: Nan de kimasu ka.   Ōsaka-shisha no hito: Shinkansen de ikimasu.   Sumisu: Sō desu ka.     Osaka-shisha no hito:  Osaka-shisha no hito:	



2. Ōsaka-shisha no hito:

Sumisu:

Ōsaka-shisha no hito:

Sumisu:

Ōsaka-shisha no hito:

(shinkansen)

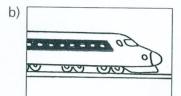


X. Listen to the CD and choose the correct answers to the questions asked.

1. a) getsu-yōbi b) moku-yōbi c) sui-yōbi



Sumisu:





#### SHORT DIALOGUE



A conversation while drinking tea at Nozomi Department Store:

Takahashi: Chan-san wa itsu Nihon ni kimashita ka.

Chan: Kyonen no 10-gatsu ni Honkon kara kimashita.

Takahashi: Sō desu ka. Natsu-yasumi ni Honkon ni kaerimasu ka.

Chan:

lie, kaerimasen. Tomodachi to Okinawa ni ikimasu.

Takahashi: Ms. Chan, when did you come to Japan?

Chan: I came in October of last year, from Hong Kong.

Takahashi: Really? Will you go back to Hong Kong for summer vacation?

Chan: No, I won't. I'm going to Okinawa with a friend.

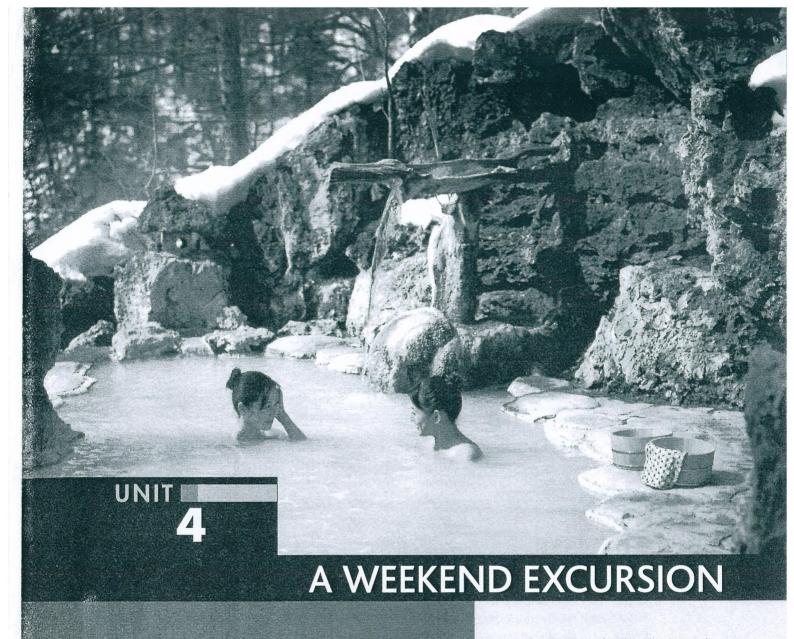
VOCABULARY

Okinawa

Okinawa (islands on the southwestern tip of Japan)

Active

- 1. Ask people when their birthdays are.
- 2. Ask people when their summer vacations are.



In the vicinity of Tokyo lie a number of places to visit for pleasure. From the historical sites of Nikko in the north to the gorgeous lakes surrounding Mt. Fuji in the southwest, these locations are only about two hours away from the city. Other popular places include Kamakura, a historical town that dates back to the twelfth century; Okutama, a region abound with rivers, gorges, and mountains; and Hakone, an attractive place to enjoy onsen. Onsen are Japanese spas, and to visit one is a small luxury that the Japanese enjoy tremendously.

# UNIT GRAMMAR

## **Existence of People and Things**

#### place ni noun ga arimasu/imasu

- ex. 1-kai ni resutoran ga arimasu. "There is a restaurant on the first floor."

  Uketsuke ni onna no hito ga imasu. "There is a woman at the reception desk."
- The verbs arimasu and imasu

  Both verbs express "being." Arimasu is used for inanimate things (books, buildings, trees), and imasu for animate things (people, animals, insects).
- The particle **ni**Existence in or at a place is indicated by the particle **ni**.
- The subject marker **ga**When a subject is introduced for the first time, or when the speaker believes the information to be new to the listener, the subject marker **ga** is used after the noun. **Ga** should be used, for instance, when stating that someone or something unknown to your listener is in or at a particular place.

#### noun wa place ni arimasu/imasu

ex. Resutoran wa 1-kai ni arimasu. "The restaurant is on the first floor."

#### ■ Ga → wa

To state that a thing or person exists in a particular location, use **ga arimasu/imasu**, as in **1-kai ni resutoran ga arimasu**. But if you want to comment about that thing or person—even to say where it or he/she exists—use **wa** instead of **ga**, as in **Resutoran wa 1-kai ni arimasu**, where "the restaurant" is the topic of the sentence. Note the difference in translation: "There is a restaurant on the first floor" for the first sentence, versus "The restaurant is on the first floor" for the second.

# **GOING TO NIKKO**



## TARGET DIALOGUE

Mr. Kato and Ms. Chan are talking about Nikko.

かとう: どようびに かぞくと にっこうに いきます。

チャン:そうですか。にっこうになにがありますか。

かとう:おおきい おてらや じんじゃが あります。おんせんも

あります。

チャン:おんせんって なんですか。

かとう: (shows her a pamphlet and points) これです。にほんの スパですよ。

チャン:いいですね。

■かとうさんは どようびに かぞくと にっこうに いきます。 にっこうに おおきい おてらや じんじゃが あります。

Katō: Do-yōbi ni kazoku to Nikkō ni ikimasu.

Chan: Sō desu ka. Nikkō ni nani ga arimasu ka.

Katō: Ōkii o-tera va jinja ga arimasu. Onsen mo arimasu.

Chan: Onsen tte nan desu ka.

Katō: (shows her a pamphlet and points) Kore desu. Nihon no supa desu yo.

Chan: li desu ne.

Katō-san wa do-yōbi ni kazoku to Nikkō ni ikimasu. Nikkō ni ōkii o-tera ya jinja ga arimasu.

Kato: On Saturday I'm going to Nikko with my family.

Chan: Really? What is there in Nikko?

Kato: There are large temples and shrines. There are also onsen.

Chan: What are onsen?

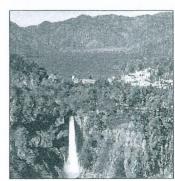
Kato: These. Japanese spas.

Chan: That's nice.

Mr. Kato will go to Nikko with his family on Saturday. There are large temples and shrines (and other such things) in Nikko.



The Toshogu Shrine (Nikko)



Nikko

#### VOCABULARY

かぞく

にっこう

kazoku Nikkō

family

Nikko (scenic area north of Tokyo)

なに

あります

arimasu

be, exist

おてら

o-tera

nani

Buddhist temple

and, and so on (particle; see Note 1 below) や ya じんじゃ Shinto shrine jinja hot spring (resort) おんせん onsen ~って なんですか -tte nan desu ka what is a/an . . . ? スパ supa (particle; see Note 2 below) よ いいですね ii desu ne

#### NOTES

#### 1. (Nikkō ni) o-tera ya jinja ga arimasu.

The particle **ya** is used for "and" when listing two or more things or people and implying the existence of others. Another particle, **to**, also means "and," but it does not imply the existence of other people or things.

#### ex. 1-kai ni ginkō to kombini ga arimasu.

"There is a bank and a convenience store on the first floor (and nothing else)."

Note that unlike "and" in English, both **ya** and **to** are used only to connect nouns. They cannot be used to connect verbs or clauses.

#### 2. Nihon no supa desu yo.

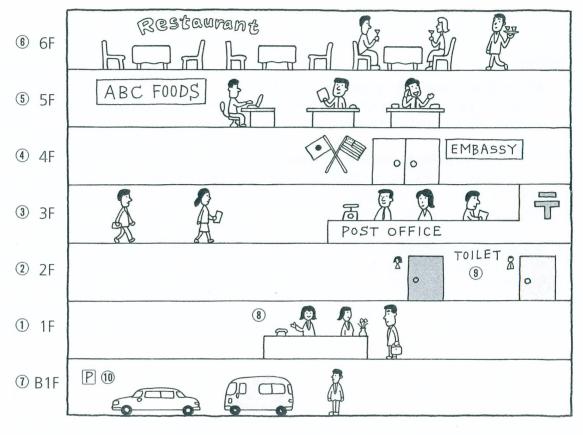
The particle **yo** is added to the end of a sentence to call attention to information the speaker thinks the other person does not know.

# PRACTICE

#### **WORD POWER**



I. Parts of a building:



- 1. ikkai
- 4. yon-kai
- 7. chika ikkai
- 10. chūshajō

- 2. ni-kai
- 5. **go-kai**
- 8. uketsuke

- 3. san-gai
- 6. rokkai
- 9. **o-tearai**

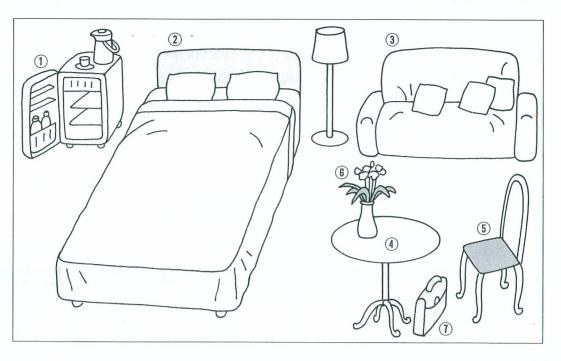
**NOTE:** Floors are romanized here, but elsewhere in the book they are spelled with numerals, e. g., **1-kai** for "first floor," **3-gai** for "third floor," etc.

chika

uketsuke

# U N | T | 4

### II. Things in a hotel room:



- 1. reizōko
- 2. **beddo**
- 3. **sofā**
- 4. tēburu
- 5. **isu**
- 6. hana
- 7. kaban

## III. Positions:



1. ue



2. shita



3. **mae** 



4. ushiro



5. naka



6. tonari



7. chikaku

#### **KEY SENTENCES \***

- 1. 1-kai ni ginkō ga arimasu.
- 2. Uketsuke ni onna no hito ga imasu.
- 3. Tēburu no ue ni shimbun to hana ga arimasu.
- 4. Kaban no naka ni kagi ya hon ga arimasu.
- 5. Tēburu no ue ni nani mo arimasen.
- 6. 2-kai ni dare mo imasen.
- 1. There is a bank on the first floor.
- 2. There is a woman at the reception desk.
- 3. There is a newspaper and some flowers on the table.
- 4. Inside the briefcase there are keys and books and so on.
- 5. There is nothing on the table.
- 6. There is no one on the second floor.

#### EXERCISES =====



I. Practice conjugating verbs. Repeat the verbs below and memorize their forms—present and past, affirmative and negative.

	PRESENT FORM		PAST FORM	
	aff.	neg.	aff.	neg.
be	arimasu	arimasen	arimashita	arimasendeshita
be	imasu	imasen	imashita	imasendeshita



- II. Make up sentences following the patterns of the examples. Substitute the underlined words with the words in the parentheses.
- A. State what is in or at a particular place.
  - ex. Nikkō ni o-tera ga arimasu.

1. ..... (jinja)

2. (mizuumi)

B. State who is at a particular place.

ex. Uketsuke ni onna no hito ga imasu.

1. (otoko no hito)

2. (Takahashi-san)

VOCABULARY

imasu

to

nani mo . . . -masen

dare mo . . . -masen

nothing no one

be, exist (only of animate objects) and (particle; see Note 1, p. 70)

mizuumi otoko no hito otoko

lake man male, man





III. Make up dialogues following the patterns of the examples. Substitute the underlined words with the words in parentheses.

	a: <u>1-kai</u> ni nani ga arimasu ka. : <u>Ginkō</u> ga arimasu.	
1. △	·	(2-kai)
В		(yūbinkyoku)
2. A		(3-gai)
В		(taishikan)
B. Ask a	nd answer who is at a particular place.	
	: <u>Uketsuke</u> ni dare ga imasu ka. : <u>Takahashi-san</u> ga imasu.	
1. A		(chūshajō)
B:		(otoko no hito)
2 Δ		(3-aai)
2. ^		(J-gai)
B: IV. <i>State</i> t tute th	where a thing is located. Make up sentences following the ne underlined part with the alternatives given.  Seburu no ue ni saifu ga arimasu.	(Sumisu-san)
B:  IV. State of tute the ex. Te	where a thing is located. Make up sentences following the ne underlined part with the alternatives given.  Eburu no ue ni saifu ga arimasu.	e pattern of the example
IV. <i>State</i> tute the ex. Te	where a thing is located. Make up sentences following the ne underlined part with the alternatives given.	e pattern of the example
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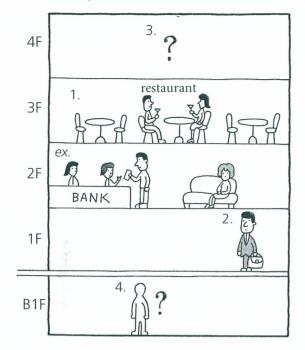
	3.	A:	
		B:	(saifu)
	4.	A:	
		B:	(Nihon-go no hon)
В.	Asl	and answer what is on, in, or nearby another thing.	
	ex.	A: <u>Tēburu no ue</u> ni nani ga arimasu ka. B: <u>Shimbun to hana</u> ga arimasu.	
	1.	A:	(sofā no ue)
		B:	(hon to sētā)
	2.	A:	(reizōko no naka)
		B:	(mizu ya bīru)
	3.	A:	(beddo no chikaku)
		B:	(denwa)
C.	Ask	and answer what is in or on another thing.	
	ex.	A: <u>Hikidashi no naka</u> ni nani ga arimasu ka. B: Nani mo arimasen.	
	1.	A:	(isu no ue)
		B:	
	2.	A:	(poketto no naka)
		B:	
D.	Ask	and answer who is at a particular place.	
	ex.	A: <u>2-kai</u> ni dare ga imasu ka. B: Dare mo imasen.	
	1.	A:	(5-kai)
		B:	
	2.	A:	(uketsuke)
		B:	

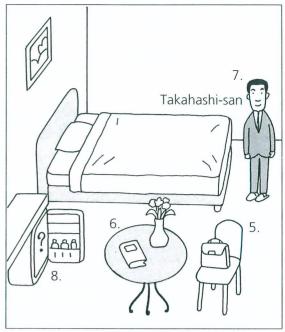
sweater





VI. *State or ask where someone or something is located.* Make up sentences following the pattern of the example and based on the information in the illustrations.





ex. 2-kai ni ginkō ga arimasu.

1	5
2	6
3	7
4	8



VII. *Talk about a tourist destination.* Make up dialogues following the pattern of the example. Substitute the underlined parts with the alternatives given.

ex. Katō: Nichi-yōbi ni kuruma de <u>Hakone</u> ni ikimasu.

Sumisu: Sō desu ka. Hakone ni nani ga arimasu ka.

Katō: Mizuumi ya onsen ga arimasu.

Sumisu: li desu ne.

1.	Katō:	(Kamakura)
	Sumisu:	(Kamakura)
	Katō:	(jinja ya o-tera)
	Sumisu:	

**Hakone** Hakone (national park southwest of Tokyo)

Kamakura (historic town southwest of Tokyo)

Odaiba Odaiba (new town with a shopping center, built on reclaimed land in Tokyo Bay)

2.	Katō:	(Odaiba)
	Sumisu:	(Odaiba)
	Katō:	(hoteru ya onsen)
	Sumisu:	



VIII. Listen to the CD and fill in the blanks based on the information you hear.

1.	1-kai ni	ga arimasu.
2.	2-kai ni	ga arimasu.
3.	3-gai ni	ga arimasu.

#### SHORT READING

Mr. Kato stays at a famous inn in Nikko.

Ryokan no chikaku ni ōkii mizuumi ya taki ga arimasu. Ryokan no tonari ni soba-ya ga arimasu. Ryokan no mae ni chiisai kōen ga arimasu.

Near the inn are things like a large lake and waterfalls. Next to the inn is a buckwheat noodle shop. In front of the inn is a small park.

VOCABULARY

ryokan

traditional Japanese inn

taki

waterfall

soba-ya

buckwheat noodle shop

-ya

shop (suffix)

Active

Using the vocabulary you have learned so far, ask someone what is in his or her hometown or nearby his or her house.

# LOOKING FOR A PARKING LOT

# CDI

## **TARGET DIALOGUE**

Mr. Kato has come to Nikko. He asks a salesperson at a store where to find a parking lot.

かとう: すみません。この ちかくに ちゅうしゃじょうが ありますか。

みせの ひと:ええ、ありますよ。

かとう:どこですか。

みせの ひと:あそこに コンビニが ありますね。

ちゅうしゃじょうは あの コンビニの となりです。

かとう:どうも ありがとう。

■ちゅうしゃじょうは コンビニの となりに あります。

Katō: Sumimasen. Kono chikaku ni chūshajō ga arimasu ka.

mise no hito: Ee, arimasu yo.

Katō: Doko desu ka.

mise no hito: Asoko ni kombini ga arimasu ne. Chūshajō wa ano kombini no tonari

desu.

Katō: Domo arigato.

■ Chūshajō wa kombini no tonari ni arimasu.

Kato: Excuse me. Is there a parking lot in the vicinity?

salesperson: Yes, there is.

Kato: Where is it?

salesperson: There's a convenience store over there, right? The parking lot is next to the

convenience store.

Kato: Thank you.

■ The parking lot is next to the convenience store.

VOCABULARY

あそこ

asoko

over there

コンビニ

kombini

convenience store

#### NOTES

1. Chūshajō wa kombini no tonari desu.

When the verb is understood, **desu** sometimes takes its place at the end of the sentence.

- ex. Terebi wa doko ni arimasu ka. "Where is the TV set?"
  - Tēburu no ue desu (instead of Tēburu no ue ni arimasu). "It's on the table."

If it is uncertain whether there is a TV set, **desu** cannot be substituted, and **arimasu** must be repeated to make the meaning clear.

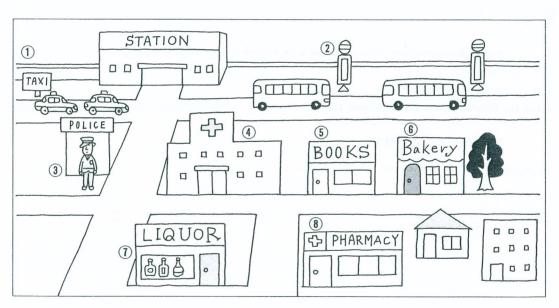
ex. **Tēburu no ue ni terebi ga arimasu ka.** "Is there a TV set on the table?" **Hai, arimasu./Hai, terebi ga arimasu.** "Yes, there is./Yes, there is a TV set."

# PRACTICE

#### WORD POWER =



I. Things near a train station:



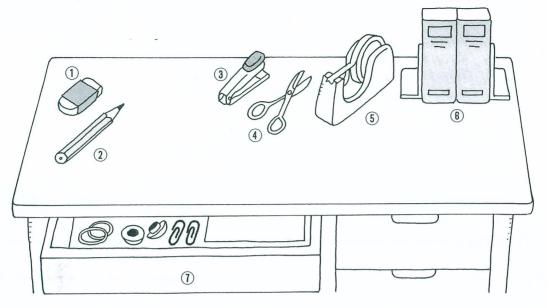
- 1. takushī-noriba
- 3. kōban
- 5. hon-ya
- 7. saka-ya

- 2. basu-noriba
- 4. byōin
- 6. pan-ya
- 8. kusuri-ya

hospital, clinic

byōin

### II. Office supplies:



- 1. keshigomu
- 3. hotchikisu
- 5. sero-tēpu
- 7. hikidashi

- 2. empitsu
- 4. hasami
- 6. fairu

## III. Numbers of people:

hitori
futari
san-nin
yo-nin
go-nin

?	nan-nin
---	---------

**NOTE:** Other than **hitori** and **futari**, numbers of people from now on will be expressed with numerals: **3-nin**, **4-nin**, etc.

san-nin
-nin
nan-nin

#### **KEY SENTENCES**

- 1. Tēburu no ue ni bīru ga 2-hon arimasu.
- 2. Kombini no mae ni otoko no hito ga futari imasu.
- 3. Takushī-noriba wa eki no chikaku ni arimasu.
- 4. Yūbinkyoku wa ano biru no naka desu.
- 1. There are two bottles of beer on the table.
- 2. There are two men in front of the convenience store.
- 3. The taxi stand is in the vicinity of the station.
- 4. The post office is inside that building over there.

#### **EXERCISES**



- I. Make up sentences following the patterns of the examples. Substitute the underlined words with the words in parentheses.
- A. State how many of a certain object are in a drawer.
  - ex. Hikidashi no naka ni pen ga 5-hon arimasu.

	(meishi, 3-mai)
)	(keshigomu, futatsu)
3	(fairu, takusan)

- B. State how many people are in front of a building.
  - ex. Kombini no mae ni otoko no hito ga futari imasu.

1.	(onna no hito, 3-nin)
2.	(otoko no ko, hitori)
3.	 (onna no ko, takusan)



- II. Make up dialogues following the patterns of the examples. Substitute the underlined words with the words in parentheses.
- A. Ask and answer how many of a certain object are on a table.
  - ex. A: Tēburu no ue ni <u>ringo</u> ga <u>ikutsu</u> arimasu ka. B: Mittsu arimasu.

1.	A:	(kitte, nan-mai)
	B:	(5-mai)
2.	A:	(bīru, nan-bon)
	B:	(2-hon)

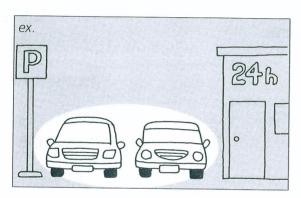


3.	A:	(kōhī-kappu, ikutsu)
	B:	(yottsu)
B. Asl	k and answer how many people are in front of a building.	
ex.	A: Ginkō no mae ni otoko no hito ga nan-nin imasu ka.	

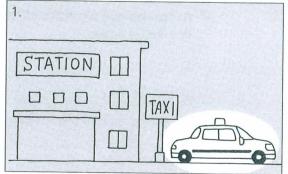
1.	A:	(onna no hito)
	B:	(4-nin)
2.	A:	(otoko no ko)
	B:	(futari)
	A:	(gakusei)
	B:	(takusan)

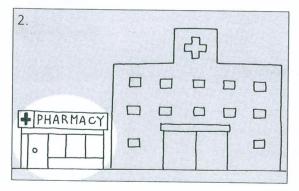


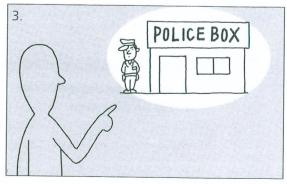
III. *Indicate where a facility or store is located.* Make up sentences following the pattern of the example and based on the information in the illustrations.



B: Hitori imasu.







# ex. Chūshajō wa kombini no tonari ni arimasu.

1.	(takushī-noriba, eki no mae)
2.	(kusuri-ya, byōin no tonari)
3.	(kōban, asoko)



- IV. Make up dialogues following the patterns of the examples. Substitute the underlined parts with the alternatives given.
- A. Ask and answer where something is.
  - ex. A: Chūshajō wa doko ni arimasu ka.
    - B: Kombini no tonari ni arimasu.

1.	A:	(takushī-norība)
	B:	(eki no mae)
2.	A:	(hon-ya)
	B:	(depāto no tonari)
3.	A:	(kyō no shimbun)
	B:	(koko)
4.	A:	(kuruma no kagi)
	B:	

- B. Ask and answer where someone is.
  - ex. A: Sumisu-san wa doko ni imasu ka.
    - B: 2-kai ni imasu.
  - 1. A:
     (Takahashi-san)

     B:
     (niwa)

     2. A:
     (Gurīn-san)

     B:
     (3-gai)

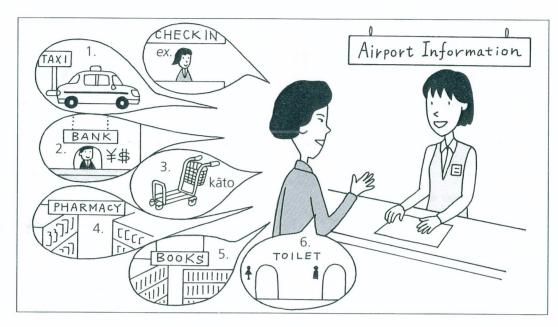
     3. A:
     (Sasaki-san)

     B:
     (kaigishitsu)
- C. Ask and answer where something or someone is.
  - ex. A: Kōban wa doko desu ka.
    - B: Eki no mae desu.
  - 1. A: ...... (o-tearai)
    - B: ...... (asoko)
  - 2. A: ..... (hasami)
    - B: ..... (tēburu no ue)

3.	A:	(bīru)
	B:	(reizōko no naka)
4.	A:	(Sumisu-san)
	B:	(2-kai)



V. Ask where a facility or store at an airport is located. Make up sentences following the pattern of the example and based on the information in the illustration.



ex. Chan: Chekkuin-kauntā wa doko ni arimasu ka.

1.	Chan:
2.	Chan:
3.	Chan:
4.	Chan:
5.	Chan:
6.	Chan:

- VI. Talk about where a facility is located. Make up dialogues following the pattern of the example. Substitute the underlined parts with the alternatives given.
  - ex. otoko no hito: Sumimasen. Kono chikaku ni takushī-noriba ga arimasu ka.

Chan:

Ee, arimasu yo.

otoko no hito: Doko desu ka.

Chan:

Takushi-noriba wa eki no mae desu.

otoko no hito: Domo arigato gozaimasu.

1.	otoko no hito:	(basutei)
	Chan:	
	otoko no hito:	
	Chan:	(kombini no mae)
	otoko no hito:	
2.	otoko no hito:	(yūbinkyoku)
	Chan:	
	otoko no hito:	
	Chan:	(ano biru no naka)
	otoko no hito:	
3.	otoko no hito:	(chikatetsu no iriguchi)
	Chan:	
	otoko no hito:	
	Chan:	(asoko)
	otoko no hito:	



VII. Listen to the CD and fill in the blank based on the information you hear.

Chūshajō wa ..... desu.

#### **SHORT DIALOGUES**



I. Mr. Kato is looking for today's newspaper.

Katō: Kyō no shimbun wa doko ni arimasu ka.

Chan: Koko ni arimasu. Hai, dōzo.

Kato: Where is today's paper? Chan: It's here. Here you go.

II. Mr. Kato calls Mr. Suzuki on his cell phone while Mr. Suzuki is out on a sales visit.

Katō: Suzuki-san, ima doko desu ka. Suzuki: Ima Nozomi Depāto ni imasu.

Katō: Nan-ji goro kaisha ni kaerimasu ka.

Suzuki: 3-ji ni kaerimasu.

Kato: Mr. Suzuki, where are you now? Suzuki: I'm at Nozomi Department Store.

Kato: About what time are you coming back to the office?

Suzuki: I'll be back at 3:00.

VOCABULARY

nan-ji goro

about/approximately what time

goro

about (used of time; see Note 1 below)

#### NOTES

1. Nan-ji goro . . .

The suffix **goro** is used to indicate an approximate point in time. Unlike "about" in English, however, it cannot be used to express an approximate period.

Active

If you're in Japan, go out on the street and ask people if there is a station, department store, post office, etc. in the vicinity.